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ABSTRACT

Intended for education decisionmakers, practitioners, policymakers, and others interested in the educational process, this guide represents a consolidation of information about the field of career education, and is designed to create awareness, facilitate user access, and broaden the practical knowledge of educational research, materials, and resources. It is structured according to flow diagrams which are used throughout the guide and are intended to help the user make decisions and arrive at choices necessary for comprehending the guide's body of literature. The following major sections are included: (1) The Why and What of Career Education (foundations, concepts, positions, policies, and legislation), (2) Factors in Implementing Career Education, (3) Model and Program Construction in Career Education (principles of model and program construction; national, State, and district models and programs), (4) Resource Guides (materials assessment procedures, guides to assessed materials, annotated bibliographies), and (5) Organizational Resources (journals and newsletters, publishers, resource centers, information systems, associations, advisory councils, and governmental agencies). Each resource entry includes (where applicable) information on the subject, author(s), title, organization, date, sponsor, number of pages, availability, levels, population, purpose, contents, comment, and other appropriate categories. A place-title-program index and name index are included. The appendix discusses details of item identification and selection. (TA)

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KEY RESOURCES IN CAREER EDUCATION: AN ANNOTATED GUIDE

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Northern Illinois University
DeKalb, Illinois

APRIL 1976

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FOREWORD

The Congress created the National Institute of Education (NIE) with the mandate to improve American Education through research, development, and dissemination activities. *Key Resources in Career Education: An Annotated Guide*, represents a consolidation of information about the field of career education, an Institute priority and the focus of our Education and Work Program.

The *Guide* was designed to serve a number of audiences. It provides education decisionmakers, practitioners, policymakers and others with a source of comprehensive information about the field of career education. The *Guide* is designed to create awareness, facilitate user access and broaden the practical knowledge of education research, materials, and resources needed by the education community.

The need for the *Guide* stems from the recent growth of knowledge in the field of career education. For many of us, this growth has been so rapid that it is hard to know what is available in sufficient detail to make informed choices for school programs and future research. As a result, many research and development materials designed to solve widespread problems simply are not used. It is for this reason that the *Guide* has been developed. We believe it is a productive step in the continuing effort by NIE's Dissemination and Resources Group to provide more user-oriented information to the education community.

Senta A. Raizen

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Associate Director
for Dissemination and Resources

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Director

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We are deeply indebted to the ERIC Clearinghouse in Career Education, DeKalb, Illinois and the ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan for their collective contributions and collaboration in the development of *Key Resources in Career Education: An Annotated Guide.*

This document fills a major gap in the field of career education and through its unique decision-path network will increase your understanding of the career education concept as well as open doors to many other career education resources. For the novice, the *Guide* is a must. For the experienced career education user, it is an excellent companion piece for other materials developed for NIE such as the *EPIE Career Education S*E*T,* Volumes I and II, *Sex Fairness in Career Guidance (A Learning Kit),* and *Answers to Questions People Ask About Career Education.*

We are, indeed, grateful to the many talented people involved in the development and production of this *Guide.*

Larry Hutchins

C. Larry Hutchins, Chief
School Practice and Service Division

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INTRODUCTION

Orienting Yourself to Career and Career Education

Career

Day by day, we engage in a process which in some ways seems like the "impossible dream"—the making of our careers. As we mentally sneak up on our careers, in our daily or less frequent thoughts about them, we often have experiences in which we feel as if we have our career in our hands only to find later that the career of which we felt so certain yesterday has slipped between our fingers. I. A. Richards beautifully captures the transitoriness of the career comprehension process as follows: "(Comprehension) divides and combines—dividing in order to combine, combining in order to divide—and simultaneously."[1] Our dividing and combining career experiences gradually accumulate into meaningful and changeable wholes which help us to see "career" as a concept that forms, disintegrates, re-forms, disintegrates again, etc. A career is never fully formed; it is always re-forming but something is added at each cycle which can make the career totality clearer, more sensible, more exhilarating, and more personal.

You may wonder by now, if career is so ephemeral, why is career education getting so much attention these days? The answer may be that career education gets attention because there is public consensus that education is somehow or other out of joint today. Career education is supposed to help citizens and educators get education back into joint. And it will, if we understand that those who fail to educate in general are not going to succeed just by adopting career education. Career education is an aspect of education which succeeds only when education itself succeeds.

No one can educate another; we each educate ourselves. A goal which permeates all of education is comprehension and, for better or worse, those who educate should accept comprehension as the major goal of education in the terms described by I. A. Richards—"dividing in order to combine, combining in order to divide—and simultaneously." Career education makes it imperative that this major goal of education be applied to the concept of career. To succeed, educators and, especially, career educators must strive for the comprehension of "comprehension" itself!

KEY RESOURCES IN CAREER EDUCATION: AN ANNOTATED GUIDE, or just GUIDE as we shall abbreviate this long title from now on, is designed to foster your comprehension of career education. Its structure is consistent with Richards' meaning of "comprehension." We trust that, when you read the GUIDE, you will grow in your comprehension of career education, continually, "dividing in order to combine, combining in order to divide—and simultaneously."

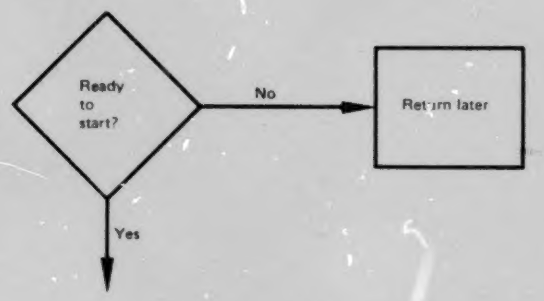
The structure we adopted for the GUIDE is an increasingly common paradigm which utilizes a flow diagram. These diagrams are designed to help you make decisions and arrive at choices necessary for comprehending the GUIDE's body of career education literature. In these diagrams throughout the GUIDE, decision questions are indicated in diamonds, choices in rectangles. In the interest of simplicity we have not diagrammed decision points for recycling. Instead, we take you back to a major branch and permit recycling from there.

Naturally, we trust you will proceed deeply into the GUIDE because we honestly feel that you can comprehend the meaning of career education by following your own GUIDEd pathway to the literature arranged in decision pathways. However, all flow diagrams require a start and a finish. Hence, if the GUIDE is not currently giving you comprehension experiences, set it aside temporarily and return to it at a more fruitful time. This is the nature of comprehension in Richards' sense.

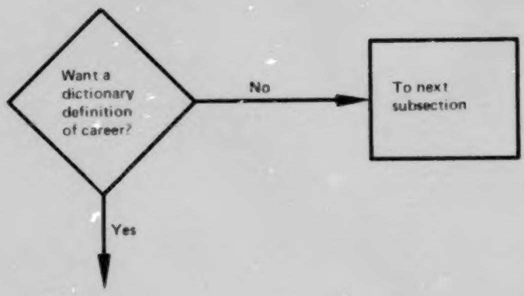
---

[1] Richards, I. A. *Speculative Instruments.* New York: Harcourt, Brace, and World, 1955, p. 18.

So here you go.

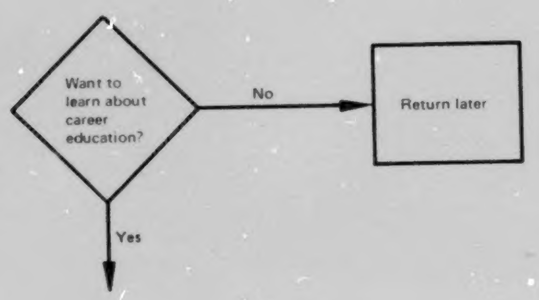


You and Career



'ca•reer\kə'ri(ə)r, iə\ *n-S often attrib*...“1 **a:** COURSE, PASSAGE ⟨the sun's ~ across the sky⟩ b: SPEED: full speed or exercise of activity—used esp. in the phrase *in full career* or *in the full career* ⟨was now in the full ~ of conquest—T. B. Macaulay⟩ ... c: the way or route over which one passes **3:** a course of continued progress (as in the life of a person or nation): a field for or pursuit of consecutive progressive achievement esp. in public, professional, or business life ⟨Washington's ~ as a soldier⟩ ... **4:** a profession for which one undergoes special training and which is undertaken as a permanent calling ⟨a ~ diplomat⟩ ⟨ambassadorships were ... treated as ~ posts—*Wall Street Jour.*⟩: an occupation or profession engaged in as a lifework ... (*Webster's Third New International Dictionary*, 1971)

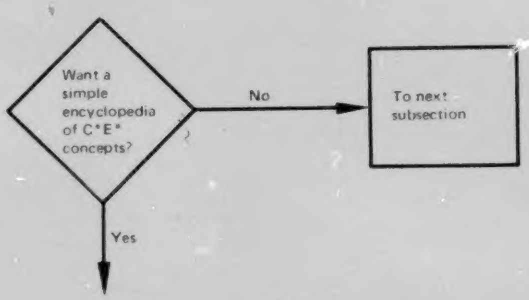
You, Career, and Career Education


Want to learn about career education?
No
Return later
Yes

The dictionary indicates that a "career" is a course, sometimes fast, over which a person travels in the creation of personally and societally derived achievements of a presumably progressive nature. The course or "race track" on which this personal career is inscribed is life.

You're at this immediate point because you want to know something about career education. This GUIDE will help you know some but not all things about career education. Only you can fully determine what that portion of career education within your jurisdiction is, can be, or should be. However, standing on the shoulders of others as you proceed may help illuminate your understanding of career education. This is the intent and hopefully a desirable outcome of our effort.

You and Major Career Education Concepts


Want a simple encyclopedia of C*E* concepts?
No
To next subsection
Yes

Perhaps you'd like to pause at this point and orient yourself to major career education concepts. Doing so will give you a basic overall vision of career education elements. For an overview of some career education concepts and relationships, you may wish to refer to the *Career Education Survival Manual.*[2] This *Manual* gives simple encyclopedia-like treatment to career education concepts as indicated by the following chapter titles which provide an alphabetic, humorously denoted list of major career education concepts:

Accountability: To Whom, For What, How Well?
Add-on vs Add-in: Fission or Fusion?
Alienation and Apathy: Fighting the Blahs
Articulation: Greasing the Kids
Assumptions People Make: Don't Fool Mother Nature
Awareness: Stage I

Basic Skills: Still the Big Three?
Blue-Collar Ivy League: Skills Centers, Polytechnic Schools
Building Yourself a Library: Career Education Publications

Career: A Job or My Life?
Career Development: A Lifelong Process
Career Education: Who's Our Leader?
Career Entry: Getting a Foot in the Door
Career Guidance: What Has to Change?
Circling the Wagons: The Politics We Play
Clusterphobia: Or, Clusters' Last Stand
Constraints: Real and Imagined
Coordination Plus: Cooperation and Collaboration
Criticisms: From the Right, Left, and Middle

Decision Making: Career Education's Cornerstone
Delivery Systems: Who's Responsible?

Economists: They Can't Agree Either
Education: Academic vs General vs Vocational
Employers: Their Care and Feeding
Exploration: Stage II

Facilities: Upstairs, Downstairs, Out Back
Field Trips: See the Man and Woman Work
Follow-Through: Stage V

Greasy Hands: Shop Coats and Studs

History of Career Education: A Genealogical Dilemma

Implementation: Getting on with It
Integration: Of a New Kind
International Aspects: Who Said This Was a New Idea?
Involvement: Potholes, Pitfalls, and Payoffs

Labor: Your Best Friend Could Be One

---

[2] McClure, Larry. *Career Education Survival Manual: A Guidebook for Career Educators and Their Friends.* Salt Lake City: Olympus Publishing Co., 1975.

Manpower Programs: Patching Up the Mistakes
Midcareer Change: Life Begins at Forty
Money: There's Never Enough

Nontraditional Education: Breaking the Ties

Organizations Can Help: And Often Do

Placement and Follow-Up: Stage IV
Planning and Projecting: 1984 Is Almost Here
Preparation: Stage III
Proprietary Schools: They Do It, Too
Purpose of Education: Why People Learn

Reform Is Never Easy: Even for Reformers
Relevancy: Learning from Experience
Research and Development: Plus Evaluation

Skimming and Tracking: With a Touch of Pigeonholing
Special Interest Groups: Who Speaks for What?
Staffing: Who Can Do What?
Status Seeking: And Subtle Pressures

Time: There's Never Enough
Training: Whose Responsibility?

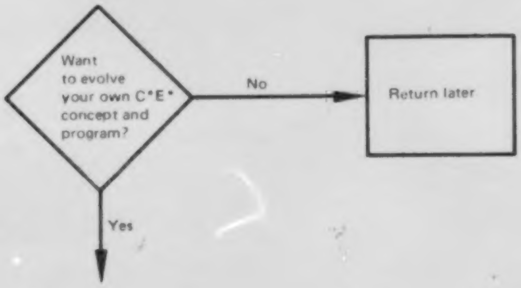
Values and Ethics: Some Moral Dilemmas

Who's It For: Take Your Pick
Women: They've Come a Long Way
Work Experience: The Salad Bar Syndrome

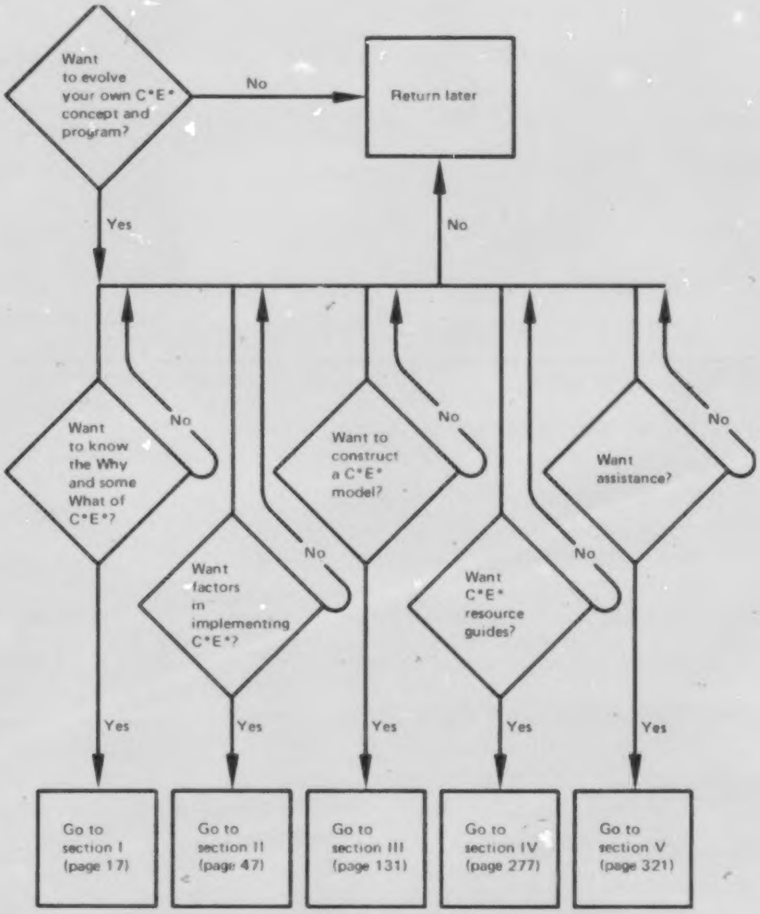
(McClure, 1971, Table of Contents)

Using the GUIDE

Beyond Elements?



Now that you generally know what "career" means as well as what major concepts you will encounter in considering career education, you are ready to advance more deeply into your comprehension of career education with the help of the GUIDE. As indicated, the GUIDE is organized to help you evolve career education concepts and understandings appropriate to your own needs. The resources in this GUIDE are available to you according to the following decision path, the first of a set of flow diagrams in which C*D* stands for Career Development, C*E* for Career Education, and C*G*C*P* for Career Guidance, Counseling, and Placement:



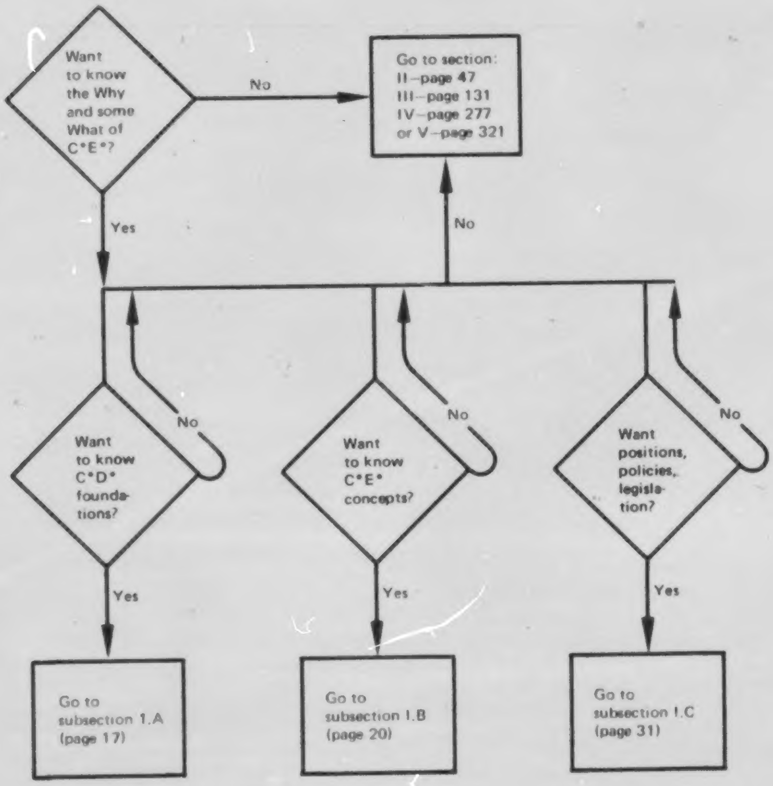
Want to evolve your own C*E* concept and program?
No
Return later
Yes
No
Want to know the Why and some What of C*E*?
No
Want factors in implementing C*E*?
No
Want to construct a C*E* model?
No
Want C*E* resource guides?
No
Want assistance?
No
Yes
Yes
Yes
Yes
Yes
Go to section I (page 17)
Go to section II (page 47)
Go to section III (page 131)
Go to section IV (page 277)
Go to section V (page 321)

As indicated in the preceding flow diagram, the material presented in the GUIDE is limited to five major topics: concepts of career education; factors in implementing career education; model and program construction in career education; resource guides in career education, and organized and organizational resources in career education. Furthermore, considerable attention has been given to including only those materials which are highly integrative. For instance, instead of citing the voluminous literature on career development theory, the GUIDE cites three major syntheses of that literature. Interested readers are encouraged to pursue the more detailed primary references cited in any of the documents included in the GUIDE.

Authors argue persuasively for their views on career education in each citation. Since this GUIDE is dedicated to the proposition that many views should be considered as you decide on your particular view, a variety of positions are presented whenever possible. You may find meeting diversity in presentations the harder road to travel in comprehending career education, but it is the surer road to a better and more ingrained career education practice. Decide on your own what will be your view of career education. It is when you have decided what you want to make career education be that you will be ready to pick, adapt, or write your own model, program, and curriculum.

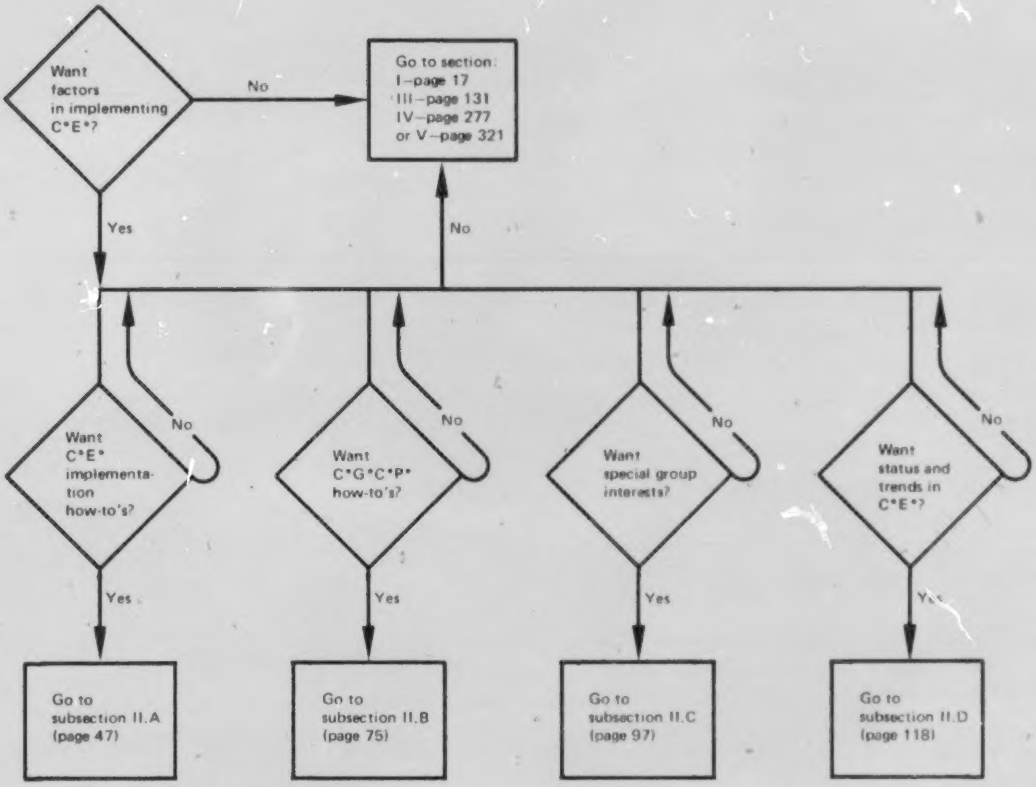
Section I: The Why and What of Career Education

As previously stated, the GUIDE makes no effort to define career education for you; however, this GUIDE will help you locate key resources in which definitions of career education and its concepts are carefully considered. In this way, the GUIDE allows users with differing interests in career education to locate source material relative to their direct interests. Material of this nature can be found in the subsections of section I by following this decision path:


Want to know the Why and some What of C*E*?
No
Go to section: II–page 47 III–page 131 IV–page 277 or V–page 321
Yes
No
Want to know C*D* foundations?
No
Yes
Go to subsection 1.A (page 17)
Want to know C*E* concepts?
No
Yes
Go to subsection I.B (page 20)
Want positions, policies, legislation?
No
Yes
Go to subsection I.C (page 31)

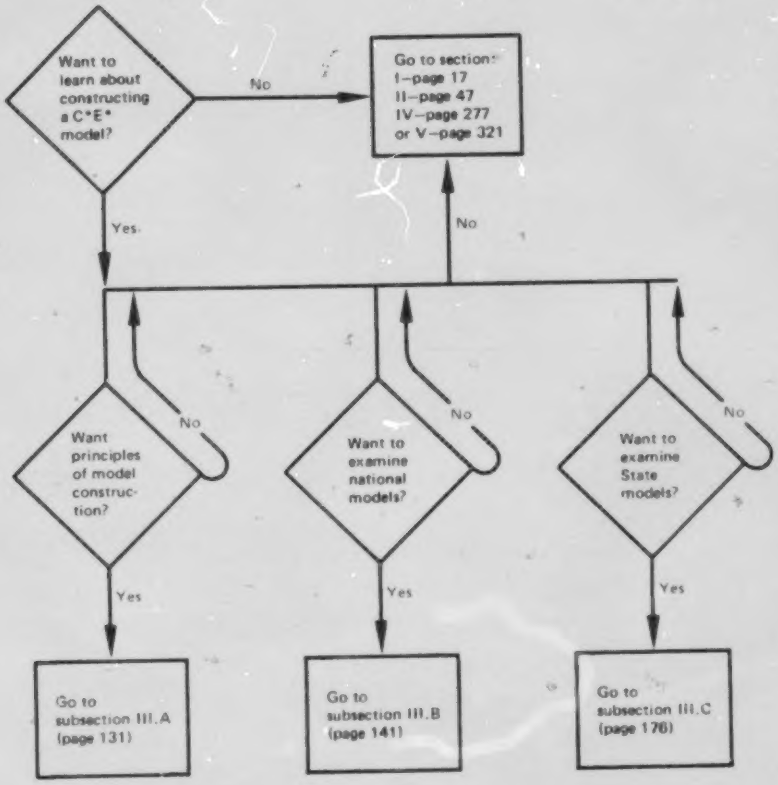
Section II: Factors in Implementing Career Education

In forming your view about career education, you need to keep a number of conditioning factors in mind. After all, career education is a lifelong education concept which has been conceived as a solution for both the aspirations of individuals and the good of everyone in society. Implementation therefore involves many conditions which you will want to keep in mind as you personally conceive career education. Material of this nature can be found in section II by following this decision path:


Want factors in implementing C*E*?
No
Go to section: I—page 17 III—page 131 IV—page 277 or V—page 321
Yes
No
Want C*E* implementation how-to's?
No
Yes
Go to subsection II.A (page 47)
Want C*G*C*P* how-to's?
No
Yes
Go to subsection II.B (page 75)
Want special group interests?
No
Yes
Go to subsection II.C (page 97)
Want status and trends in C*E*?
No
Yes
Go to subsection II.D (page 118)

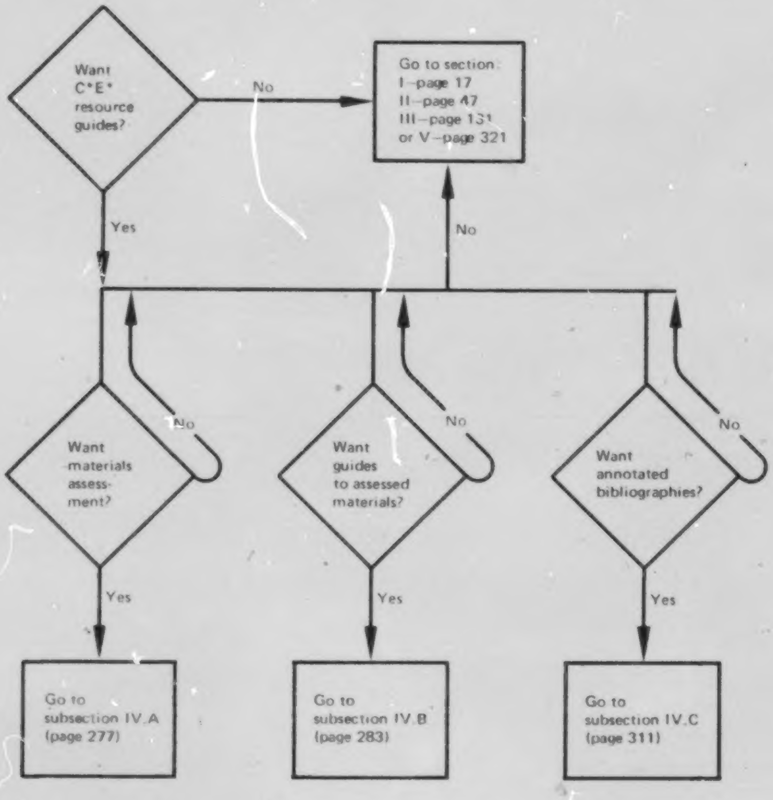
Section III: Model and Program Construction in Career Education

Although this GUIDE does not attempt to specify a career education model or program for you, the GUIDE reports in section III major principles of model construction and key models and programs of career education, first in a subsection of general information and then with respect to specific national and State models. Material in this section may be located by following this decision path where, in the interest of simplicity, "model" in the flow diagram refers to both actual models and programs:


Want to learn about constructing a C*E* model?
No
Go to section: I—page 17 II—page 47 IV—page 277 or V—page 321
Yes
No
Want principles of model construction?
No
Want to examine national models?
No
Want to examine State models?
No
Yes
Yes
Yes
Go to subsection III.A (page 131)
Go to subsection III.B (page 141)
Go to subsection III.C (page 176)

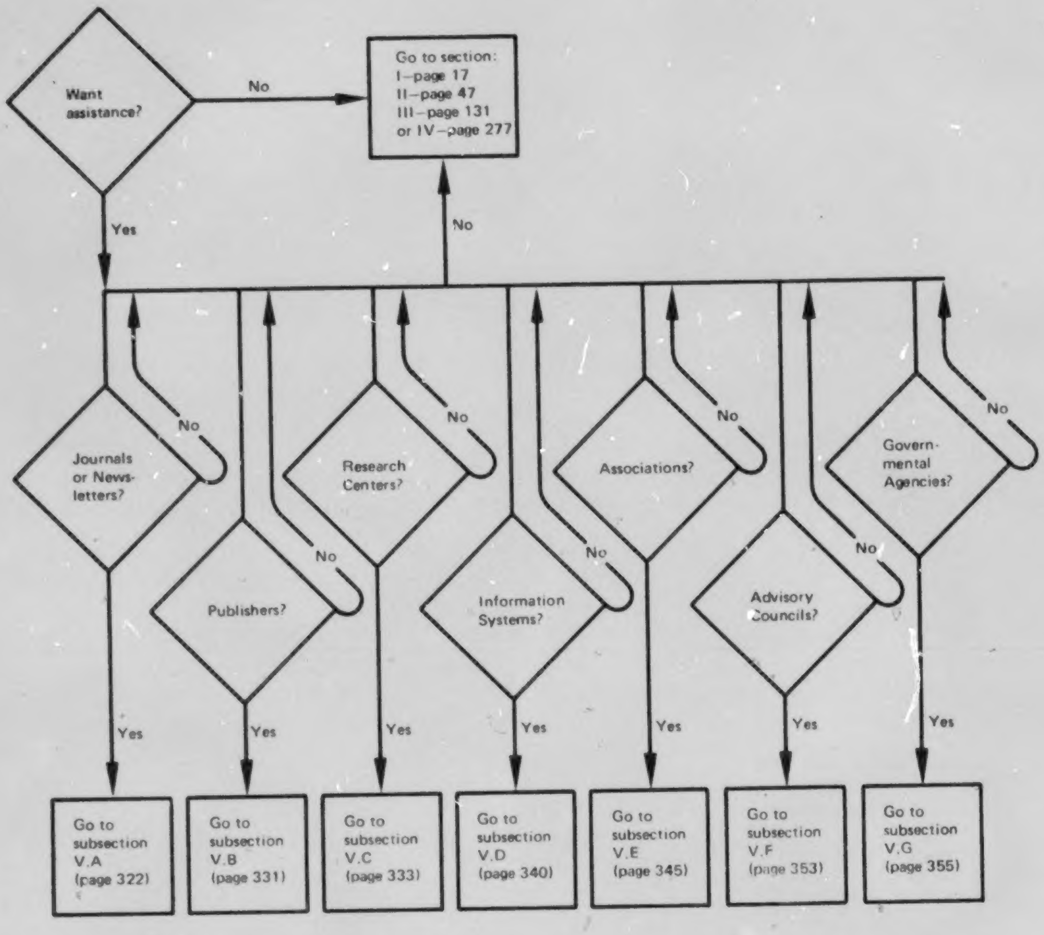
Section IV: Guides to Resource Materials

In keeping with its principle of being a guide to individual thinking and decisionmaking in career education rather than a prescriptive treatise on the topic, the GUIDE lists in section IV material on selecting resource guides as well as descriptions of the key guides to career education materials. Material in this section may be located by following this decision path:


Want C*E* resource guides?
No
Go to section: I—page 17 II—page 47 III—page 131 or V—page 321
Yes
No
Want materials assess-ment?
No
Want guides to assessed materials?
No
Want annotated bibliographies?
No
Yes
Yes
Yes
Go to subsection IV.A (page 277)
Go to subsection IV.B (page 283)
Go to subsection IV.C (page 311)

Section V: Organizational Resources

Section V lists the principal types of assistance which are available to you in the career education field. Lists of career education journals and newsletters, publishers, information and resource centers, information systems, associations, advisory councils, and governmental organizations are included, along with indications of their scopes and interests when this type of information was available. Material in this section may be located by following this decision path:


Want assistance?
No
Go to section: I—page 17 II—page 47 III—page 131 or IV—page 277
Yes
No
Journals or Newsletters?
Publishers?
Research Centers?
Information Systems?
Associations?
Advisory Councils?
Governmental Agencies?
No
Yes
Go to subsection V.A (page 322)
Go to subsection V.B (page 331)
Go to subsection V.C (page 333)
Go to subsection V.D (page 340)
Go to subsection V.E (page 345)
Go to subsection V.F (page 353)
Go to subsection V.G (page 355)

Selecting Documents You Want

After you begin to follow the initial broad paths or to look in the indexes, you will find that additional decision pathways are contained in each section and its subsections. These narrower decision paths further identify what has been included in the subsection and organize that content by subject matter so that you can make informed decisions about whether you wish to pursue a particular subject more fully.

Selected pathways will guide you to citations of specific documents. Entries for each document in the first four sections are reported according to the following standard format in order to facilitate your selection process:

Subject (from decision path)
Author(s) (if applicable)
Title
Organization
Date
Sponsor (if applicable)
Number of Pages
Availability
Level(s) (grades, schools, or ages)
Population(s) (students, staff, or both)
Purpose (or Development, in the case of State models, subsection III.C)
Contents (or Model, in the case of State models, subsection III.C)
Implementation (in the case of State models, subsection III.C)
Comment (when appropriate)

Entries in section V have different but consistent formats appropriate to the subject of each subsection.

Getting Copies of Documents

A document's availability is indicated along with its annotation. Documents which have ERIC ED numbers noted can be read at any of the many complete collections of ERIC microfiche which are maintained throughout the country. Locations of these ERIC collections may be obtained by writing the ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115. Should the user care to do so, microfiche or hard copy of ERIC documents can be purchased by writing to ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Prices are based upon page count. Costs are computed using the schedule printed in the latest issue of *Resources in Education*. A few of the documents cited in this GUIDE are currently being processed for inclusion in the ERIC system; these documents bear CE numbers by which they may be ordered.

Those documents which do not have ED numbers must be obtained either from a library or from the publisher. When a document does not have an ED number or a publisher, you may be able to obtain a copy by contacting the agency or organization responsible for issuing it. Prices are noted in the annotations when such information was available.

Organized or organizational resources listed in section V can be contacted directly as noted.

Limitations

The materials in this GUIDE are for the most part up to date effective December 31, 1975. However, the literature in the field of career education is changing rapidly because of the considerable effort initiated since 1970. Hence, if you are interested in exhaustive coverage you should refer to the appendix for the search procedure used to identify documents in the GUIDE and update subsections in which you are interested, using those general procedures.

This GUIDE stands as tribute to the considerable effort invested by many people during 1970-75 in giving birth to career education. The fruits of those efforts arrive daily at the ERIC Clearinghouse in Career Education for announcement in *Current Index to Journals in Education* or *Resources in Education*.

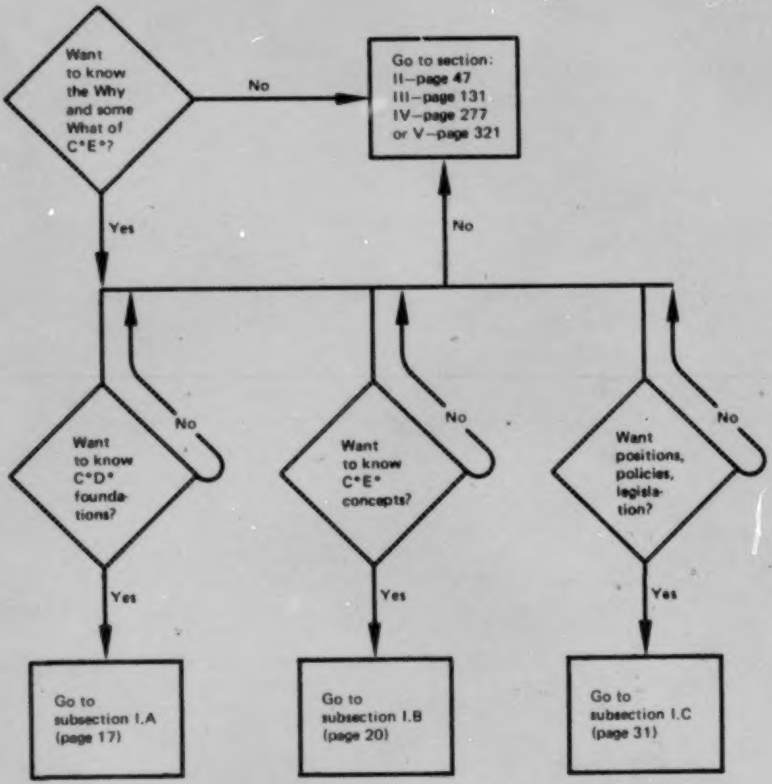
Section I

The Why and What of Career Education

SECTION I:
THE WHY AND WHAT OF CAREER EDUCATION

In describing material on the concepts of career education, section I looks at the Why and some of the What of career education.

The material on concepts of career education which is further described in this section can be reached by following this pathway:


Want to know the Why and some What of C*E*?
No
Go to section: II—page 47 III—page 131 IV—page 277 or V—page 321
Yes
No
Want to know C*D* foundations?
No
Want to know C*E* concepts?
No
Want positions, policies, legislation?
No
Yes
Yes
Yes
Go to subsection I.A (page 17)
Go to subsection I.B (page 20)
Go to subsection I.C (page 31)

I.A: Career Development Foundations

Among the material on concepts of career education, subsection I.A focuses on the foundations of career development by describing publications on vocational psychology and theories of career development.

The titles cited in subsection I.A (career development foundations) are:

Vocational Psychology:

Crites. *Vocational Psychology: The Study of Vocational Behavior and Development.*

Theories of Career Development:

Osipow. *Theories of Career Development.*
Pietrofesa; Splete. *Career Development: Theory and Research.*

The primary purpose of career education is the facilitation of career development. All career educators should evolve an understanding of the lifelong development of career. The material in this subsection consists of compilations of theoretical foundations in vocational psychology and career development. Crites' book contains thorough coverage of the literature of vocational psychology. Crites also organizes that research to reflect what has been demonstrated about career development. The books by Osipow and by Pietrofesa and Splete contain summaries of several theories of career development. In addition, they examine the research on each theory. The bibliographies of any of these books will lead you to primary literature in vocational psychology and career development.

1

Subject: Career development foundations (vocational psychology)
Author: Crites, John O.
Title: *Vocational Psychology: The Study of Vocational Behavior and Development*
Date: 1969
Number of Pages: 704
Availability: McGraw-Hill Book Company, New York, NY, $15.00
Levels: All
Populations: All

Purpose: Crites defines the book's purpose as that of determining, through examination of the literature of vocational psychology, what reliable behavior laws apply to vocational phenomena and how useful contemporary conceptual schemata are in accounting for them. The author recommends that the book be used for a one-semester graduate level course or for a two-semester undergraduate program.

Contents: An opening chapter considers the history and subject matter of vocational psychology and gives summaries of studies which the author regards as classics. He cites the work of Ginzberg, Super, Tiedeman, Roe, and Holland, as well as that of earlier psychologists such as Parsons, Yerkes, Strong, and Mayo. A second introductory chapter deals with aspects of differential psychology as a foundation for vocational psychology together with matters of occupational differences and occupationology.

The author approaches his subject from what he calls the two broadest aspects of vocational behavior, choice and adjustment. In the first of the two main sections of the book, Crites discusses vocational choice from the standpoints of theories, nature, development, correlatives, and problems.

In the second major chapter, the author addresses vocational adjustment from the standpoints of meaning, motivation, success, satisfaction, and development. The two concluding chapters provide an overview of research and theory as well as a consideration of the status of conceptualization and prospects for future directions.

The book contains numerous illustrative charts, scales, and tables dealing with occupational materials and studies in vocational choice and adjustment. Other features include a 41-page bibliographical reference list as well as subject and name indexes.

2

Subject: Career development foundations (career development)
Author: Osipow, Samuel H.
Title: *Theories of Career Development*
Date: 1973
Number of Pages: 328
Availability: Appleton-Century-Crofts, New York, NY, $9.95
Levels: All
Populations: All

Purpose: A primary source in the formation and development of the career education concept, this book evaluates and examines current theoretical and empirical findings relevant to the vocational decisionmaking process. A variety of theories of career development are put into a framework useable for the career educator.

Contents: An introductory chapter clarifies the role of science in counseling research, the concise meaning of terminology, and the place of career development theories in the total counseling situation. Four chapters extensively present and analyze the career development theories of Anne Roe; John L. Holland; Ginzberg, Ginsburg, Axelrad and Herma; and Donald Super. Psychoanalytic theory, personality career theory, and the situational approach in respect to career development are also considered. Each is thorough, the literature is well represented, background studies are evident, and the proponents are acknowledged authorities.

One chapter is devoted to a comparison of the theories, and the final chapter presents a synthesis and perspective on the topic.

Comment: The value of this work is in its representation of predominant theories of career development that have contributed to present thinking and theory.

3

Subject: Career development foundations (career development)
Authors: Pietrofesa, John J.; Splete, Howard
Title: *Career Development: Theory and Research*
Date: 1975
Number of Pages: 254
Availability: Grune and Stratton Publishing, New York, NY, $12.50
Levels: All
Populations: All

Purpose: Going beyond its title of theory and research in career development, this text also addresses matters of implementation as they relate to the application of concepts and theories examined in the text.

Contents: Developed for use in a basic career development, career guidance, or career education course, the book considers facets of career development in eight chapters under headings such as "Self-Maintenance and Career Development," "Maturation and Career Development," and "Social Influences and Career Development." The first chapter relates a general history and defines terms while the second establishes a general theoretical base. The next four chapters examine research and theory models in their relation to career development, and the final two sections deal with decisionmaking concepts and their application to career development.

Each chapter includes a general opening statement, a summary, and extensive descriptive references. In addition, meticulously cited name references appear throughout the body of the text.

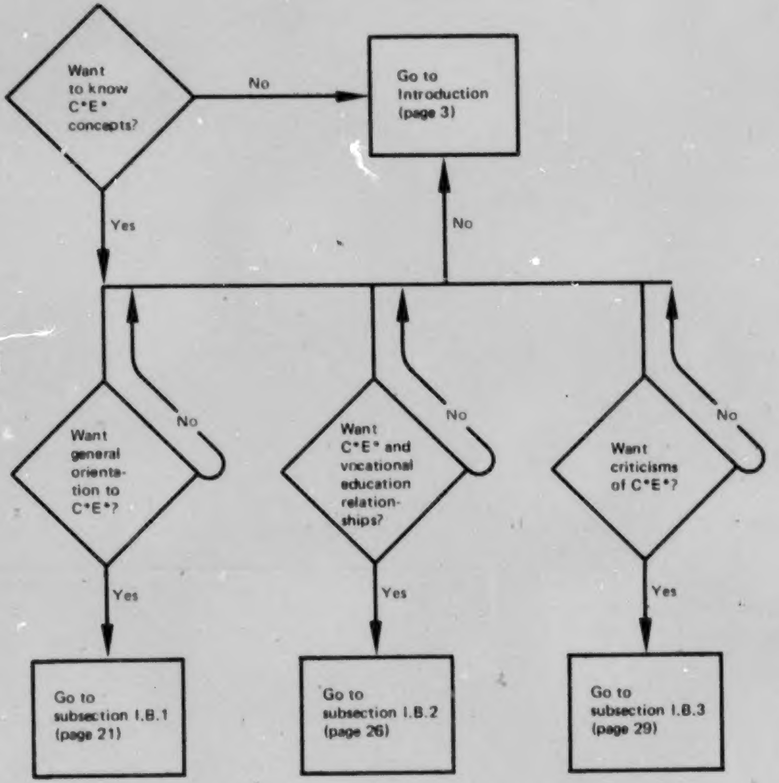
The authors discuss career development phases as follows: fantasy—up to 11 years, tentative—11 to 17 years, and realistic choice—17 years and upward. While recognizing the impact of social influences and psychological environment in career development, the writers believe efforts should be made to aid in positive self-development for all individuals. Their chapter on self-maintenance and career development leans heavily on the psychoanalytical approach, using a basic needs gratifying chart to illustrate instinctual gratification through occupational choices.

One appendix describes a career guidance project for inner city youth in Detroit. The book also includes author and subject indexes.

I.B: Career Education Concepts

Among the material on concepts of career education, subsection I.B deals with the meaning of career education and its differentiation from other concepts.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want to know C*E* concepts?
No
Go to Introduction (page 3)
Yes
No
Want general orienta-tion to C*E*?
No
Want C*E* and vocational education relation-ships?
No
Want criticisms of C*E*?
No
Yes
Yes
Yes
Go to subsection I.B.1 (page 21)
Go to subsection I.B.2 (page 26)
Go to subsection I.B.3 (page 29)

I.B.1: General Orientation

The titles included in subsection I.B.1 (general orientation to career education) are:

Hoyt. *Career Education: Contributions to an Evolving Concept.*
Jesser. *The Concept of Career Education.*
Marland. *Career Education: A Proposal for Reform.*
Tiedeman. "Vocationalism and Humanism in Career Education," Special Issue of *Journal of Career Education.*

The authors cited in this subsection have been instrumental in defining career education, and each title needs careful evaluation by further reference to its annotation. The journal of which Tiedeman was special editor presents a rather long view of career education beginning with the rise of vocational education in the United States, the struggle that then arose between vocationalism and humanism, and continuing to the present. It also considers the implications of career development for psychological and career education, the current career education policy of the U.S. Office of Education, and some of the current career education research interests of the National Institute of Education.

Marland's book particularly provides a record of his initiation and pursuit of the concept of career education. Hoyt, who has been the principal architect in forging career education policy through the recently created Office of Career Education within the U.S. Office of Education, offers several contributions to the evolving concept of career education. Jesser writes rather specifically on the concept of career education as it is actually evolving in the United States.

4

Subject: Career education concepts (general orientation)
Author: Hoyt, Kenneth B.
Title: *Career Education: Contributions to an Evolving Concept*
Date: 1975
Number of Pages: 438
Availability: Olympus Publishing Company, Salt Lake City, UT, $4.95
Levels: All
Populations: All

Purpose: Written over a five-year span from 1971-75, the 33 papers in this collection provide an overview of the concepts, institutions, practices, and beneficiaries of career education as enunciated by Kenneth B. Hoyt, Associate Commissioner of Education for Career Education in the U.S. Office of Education (USOE).

Contents: In a foreword, T. H. Bell, former U.S. Commissioner of Education, reviews the strengths and progress of the career education movement and lists among its challenges the needs for evaluation, vertical expansion, and increased attention to special groups.

With the papers divided into five groups, Hoyt begins with his "Introduction to Career Education" (1974), adopted by USOE as its official statement of position on the subject. Other chapters are entitled "The Developing Concept," "Actors on the Career Education Stage," "The Career Education Continuum," and "The Future of Career Education."

Following consideration of such career education subjects as definition, roles of parents and counselors, educational scope, and location within the curriculum, Hoyt examines some criticisms of the concept. He offers answers to what he calls "legitimate" concerns relating to: 1) vague definition; 2) threat of external control; 3) lowered educational standards; and encouragement of 4) anti-intellectual and 5) anti-humanistic goals.

In discussing teacher education for career education, Hoyt stresses the key words "infusion" and "collaboration." While citing need for societal attitudinal changes and improvement in business-labor-industry-community relations with educators, he nevertheless sees the possibility of a bright future for career education.

One appendix deals with results of a 1974 survey of existing opinions concerning career education. The collection contains a categorized subject index.

5

Subject: Career education concepts (general orientation)
Author: Jesser, David L.
Title: *The Concept of Career Education*
Organization: Council of Chief State School Officers, Washington, DC
Date: May 31, 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 30
Availability: ED 096 521
Levels: All
Populations: All

Purpose: Jesser presents an overview of the definitions, concepts, positions, and references to career education.

Contents: The career education concept is seen as a major foundation stone for necessary changes in the educational system. A basic concern is whether the concept will last, or, as in the case of most innovations, will end up as one more futile attempt at educational reform.

A concept-in-search-of-a-definition approach is used by the author in a direct reference to Marland's early refusal to define career education. A series of definitions is presented; the one that is judged applicable terms career education as "essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, it encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program includes awareness of the world of work, broad orientation to occupations (professional and nonprofessional), indepth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students." Jesser cites definitions by authorities current in career education literature and those of various State agencies.

The author traces the evolution of the career education concept from its roots in vocational education and vocational guidance. Pilot programs in these fields gave birth to the career education concept and subsequently to career education models.

Problems confronting proponents of career education (e.g., source of initiative, definition problems, articulation, special interests, funding, accusations of anti-intellectualism, minority concerns, and research difficulties) are discussed, offering insight into some of the formidable roadblocks facing career education.

Comment: As this article presents an accurate and valuable picture of the development of the career education concept, it also acknowledges the contributions of many of those involved in its development.

Cross Reference: Other materials produced by the Council of Chief State School Officers may be found in entries 95, 100, and 118.

6

Subject: Career education concepts (general orientation)
Author: Marland, Sidney P., Jr.
Title: *Career Education: A Proposal for Reform*
Date: 1974
Number of Pages: 334
Availability: McGraw-Hill, New York, NY, $9.95
Levels: All
Populations: All

Purpose: This book defines the concept of career education and reports on its current implementation.

Contents: Observing the forces for educational change coming into confluence in the mid-1970's, Marland sees the time as propitious for adapting teaching and learning more explicitly to useful economic and professional pursuits while at the same time sustaining our heritage of academic rigor.

Under headings of "The Beginning," "The Need," "The Examples," and "The Processes of Reform," Marland presents a synthesis of many viewpoints, including his own, on what he sees as the swiftly changing scene of career education.

The writer, once a superintendent of Pittsburgh schools, advocates a student-centered curriculum which faces outward into the community and the world of work. He cites the basic need for career satisfaction. Pointing out the inevitable academic overqualification of college students in the 1980's, he desires a system which will equip them for occupations as well as for cultivated and humane lives.

He urges against specific and narrowly conceived job preparation programs and holds that versatility, positive attitudes and values, together with a comprehension of work options are all necessary ingredients of the educational system. Moving to examples, Marland describes career education models developed for California, Georgia, Oregon, and Texas.

In considering reform and implementation of career education approaches, the author stresses the importance of retraining and the necessity for total involvement of staff, parents, and community. At the college level, he sees career education as less specific but nevertheless essential for the harmonizing of occupational curricula with the liberal arts.

In discussing the school and the workplace, the author anticipates increased commitment of the business sector because of vested interests in the effective performance of the educational system. He details 10 concepts of a concrete action proposal of a Chamber of Commerce national conference for involvement of business, labor, industry, and community in a comprehensive career education effort.

Marland draws frequently on his personal experiences and actions as Commissioner and later as Assistant Secretary of Education. In a final chapter, he reviews national programs, funding projects, and current career education objectives of the U.S. Office of Education.

Comment:	A seminal book which is geared to the general reader.

7

Subject:	Career education concepts (general orientation)
Editor:	Tiedeman, David V.
Title:	"Vocationalism and Humanism in Career Education," Special Issue of *Journal of Career Education,* vol. II, no. 2
Organization:	College of Education, University of Missouri, Columbia, MO
Date:	Fall 1975
Number of Pages:	109
Levels:	All
Populations:	All
Purpose:	This special issue of the *Journal of Career Education* demonstrates both the recommended and extant dimensions of vocationalism and humanism in career education. It includes seven essays by leading career education proponents and the U.S. Office of Education policy paper.

Contents:

Arthur G. Wirth explores the historical and social context of career education, concluding that "as we approach the last decades of this century a major challenge . . . is to create life-styles which will overcome the divorce of technology from humanistic concerns."

Keith Goldhammer explains the humanistic goal of our educational system: that every individual be helped to become fully capacitated, participating, contributing and fulfilled. To achieve these ends, Goldhammer states school must have certain characteristics, which are summed up as "ultimate accountability to the children as the school helps them achieve their purposes and acquire the knowledge, skill and understanding needed to gain fulfillment as human beings in a democratic society."

Donald E. Super operationally defines a career as pre-occupational, occupational and post-occupational positions which constitute the bulk of a life history, and proposes that the objectives of career education be responsive to these many facets of the student's life. Super writes about the theoretical basis, objectives, curriculum and its components, and the evaluation of career education.

The USOE policy paper (reviewed in subsection I.C of this GUIDE) emphasizes work as an activity which produces social or personal benefits—or both—and strikes a developmental tone in defining career.

In considering the validity and content of career education, Edwin L. Herr focuses on the questions of educational meaning, self-understanding and career decisionmaking skills. He notes the convergence of career education and psychological education regarding the psychological/personal development of students, and the implications for the content of career education.

Larry J. Bailey and Henry P. Cole coauthor a proposal for relating career development to "process" education, and discuss a curriculum model and its logical-theoretical framework.

Norman C. Gysbers reviews career education progress in the States, pointing out that the priority should now shift from inservice to preservice training.

In reporting the status of career education in the National Institute of Education (NIE), Corrine Rieder reviews the efforts to improve understanding of the relationship between education and work and describes NIE-supported research and development activities. These activities, in the areas of career awareness, exploration, preparation and access (from school to work and vice versa), bear on freeing individuals for greater vocational opportunity.

Comment: The issue as a whole calls for further efforts to make education responsive to the human and vocational needs of the individual and presents some theoretical and curricular constructs to answer this call.

I.B.2: Vocational Education Relationship

The titles included in subsection I.B.2 (vocational education relationship) are:

Hoyt. *Career Education, Vocational Education and Occupational Education: An Approach to Defining Differences.*
Olson. *Career Education: The Role of Vocational Education.*
Pucinski; Hirsch. *The Courage to Change.*

Vocational education has much in common with career education although neither overlaps the other completely. The differentiation of these two concepts is necessary to understand their interdependency. The literature cited in subsection I.B.2 deals with this issue. Pucinski and Hirsch deal more philosophically with the evolution of career education from vocational education. Hoyt differentiates education for vocation, occupation, and career. Olson examines the role of vocational education in career education.

8

Subject: Career education concepts (vocational education relationship)
Author: Hoyt, Kenneth B.
Title: *Career Education, Vocational Education and Occupational Education: An Approach to Defining Differences*
Organization: Center for Vocational Education, Ohio State University, Columbus, OH
Date: 1974
Number of Pages: 20
Availability: ED 099 623
Levels: All
Populations: All

Purpose: Hoyt's lecture defines differences among the terms career education, vocational education, and occupational education. He begins by defining six foundation words: work, career, vocation, occupation, leisure, and education.

Contents: In considering the title terms of his lecture, Hoyt (then Associate Commissioner of the Office of Career Education in the U.S. Office of Education and Professor of Education at the University of Maryland) describes career education as all activities and experiences through which one learns about work, as defined in his lecture. He views occupational education as all those experiences which lead directly to paid employment. His definition of vocational education differs from that of the American Vocational Association in that he broadens it to include all the influences through which one learns about a primary work role, either paid or unpaid. Career education is thus established not only as the most inclusive of the three generic terms but also as the one which extends beyond both in that it can involve work performed as part of one's leisure.

While Hoyt recognizes traditional vocational education as the bedrock of career education, he rejects accommodations and insists that integration and specific changes are necessary for the realization of career education goals.

The final section of the report is devoted to the post-lecture answers to audience questions. Here, the speaker comments on career education as a "coming together effort" which must involve both vocational educators and humanists.

9

Subject: Career education concepts (vocational education relationship)

Author: Olson, Jerry C.

Title: *Career Education: The Role of Vocational Education*

Organization: Center for Vocational Education, Ohio State University, Columbus, OH

Date: 1973

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 46

Availability: ED 085 566

Levels: All

Populations: All

Purpose: The perspective of vocational education research and its role in career education is reflected in this paper. Selected principles and some general roles for vocational education are examined in order to establish its relationship to career education.

Contents: The author says that career education encourages change in the education system, fosters adjustment and flexibility, and institutes alternatives. He maintains that these elements do not vary in the two concepts—i.e., vocational and career education. Methodology and activities that have been implemented in career education are seen to contribute to the vocational education field. The development of vocational education strategies that complement the career education thrust is needed. The author supports this point with a variety of graphs and models indicating the relationship between career and vocational education and education as a totality.

10

Subject: Career education concepts (vocational education relationship)

Editors: Pucinski, Roman C.; Hirsch, Sharlene Pearlman

Title: *The Courage to Change*

Date: 1971

Number of Pages: 207

Availability: Prentice-Hall, Englewood Cliffs, NJ, $7.95

Levels: All

Populations: All

Purpose: This book grew from work the authors did on the Vocational Education Amendments of 1968. Pucinski chaired the committee and Hirsch served on his staff. The majority of the contributors had some role in the legislation and their testimony appears, edited, in this book.

Contents: Pucinski sets the stage by analyzing the changes in education during the 1960's, the role of the critics of contemporary education, and the prospect for the 1970's. He also makes a case for career education, using the legislation of the 10 to 12 years preceding the movement as an example of Federal Government interest.

The contributions, each well-documented and written for a popular audience, are grouped in two sections: "Power to the People" and "Turning Around the System." In the former, the questions of credentialism, accountability, the city as an educational environment, and minorities are treated. In the second section, the questions of technologically oriented career preparation, the relationship of talent, knowledge, and skills to manpower requirements, the new role of community colleges, the guidance and career decisionmaking situation, and institutional role-change are all treated as avenues to implementation of the career education concept. The role of state support and bureaucratic innovation receives particular attention in the second section.

The final chapters consider possible directions for new educational leadership and then state the book's thesis of change.

Comment: The recommendations drawn from the contributors' articles and presented in the final chapter are worth considering, even though many of them have been accomplished since the book was written. It must be noted that the entire book is heavily oriented to gainful employment and is economically slanted, perhaps because it was written prior to fuller development of the career education concept.

I.B.3: Criticisms of Career Education

The titles included in subsection I.B.3 (criticisms of career education) are:

Grubb; Lazerson. "Rally 'Round the Workplace: Continuities and Fallacies in Career Education," *Harvard Educational Review.*

What is Career Education? A Conversation with Sidney P. Marland, Jr. and James D. Koerner.

Although career education is advanced as a movement of promise by many, others doubt the efficacy of its goals or the capacity of educators to fulfill them. Doubts of this nature are cited in subsection I.B.3. The conversation of Marland and Koerner finds Marland being interviewed by an advocate of basic education. The article of Grubb and Lazerson presents the view that the identification of career education with work bears the seed of failure within it because work is a nonsatisfying human response at this juncture in our history.

There are a host of other conditions in need of careful consideration in the implementation of career education. Those conditions are brought together in section II.

11

Subject: Career education concepts (criticisms)

Authors: Grubb, W. Norton; Lazerson, Marvin

Title: "Rally 'Round the Workplace: Continuities and Fallacies in Career Education," *Harvard Educational Review*, vol. 45, no. 4

Date: November 1975

Levels: All

Populations: All

Purpose: Grubb and Lazerson predicate a critique of career education on a briefly recorded history of vocational education.

Contents: Noting the parallels between vocational and career education, the authors question whether career education can do better than parallel the failures of that earlier reform movement. Those failures include the orientation of the school toward vocational ends and the reinforcement of racial, class, and sex biases in public education. (They say there is little evidence that career education is eliminating such biases.)

The recommendations of others (including radical critic Ivan Illich) resemble those of career education: direct work experiences are necessary to integrate school and work. The authors state that these recommendations stem from fears of impending racial, student, and worker unrest which career education proponents hope to avert by more effective socialization.

The authors maintain that career education is doomed to repeat these failures because it is based on an inaccurate picture of the nature of work. The authors agree that work is important to individual self-definition, but state that most work is boring: to produce efficiently in a capitalist economy, work is fragmented and repetitious. It denies workers a sense of competence and responsibility.

Grubb and Lazerson maintain that career education depends on a further misunderstanding of job mobility. They say the career ladder, in fact, is very short and most workers move horizontally to jobs requiring the same degree of skill, rather than vertically. Preparation for an entry-level job does not, therefore, provide upward mobility.

The authors claim that career education is based on a fundamental misunderstanding of unemployment, which depends upon the economy. "Claims that career education can cut unemployment are seriously inflated," they say. They note that the government recognizes a "normal unemployment rate," which may vary from year to year. Considering this, they argue that minorities may not in fact benefit from career education because, in a depressed job market, "some groups will always be unemployed and underemployed, and additional skill training will serve no purpose."

The authors conclude "that Americans have a right to demand an equitable distribution of goods and a sharing of power and, if all jobs cannot be made interesting, to have compensatory monetary and social rewards. These alternatives belong to a very different world from the one career education proposes for us."

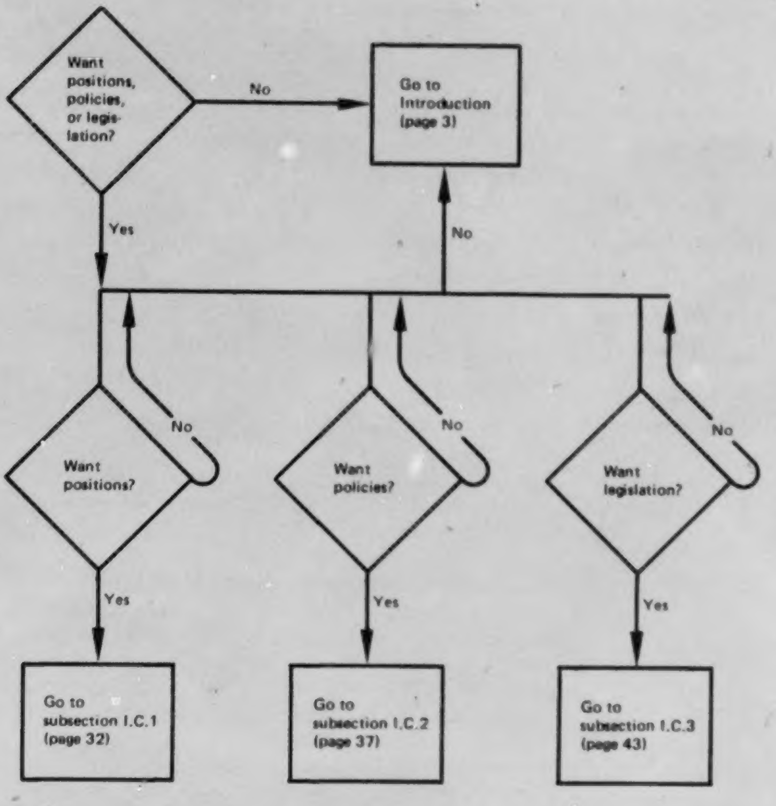
12

Subject:	Career education concepts (criticisms)
Title:	*What is Career Education? A Conversation with Sidney P. Marland, Jr. and James D. Koerner*
Organization:	Council for Basic Education, New York, NY
Date:	February 1973
Number of Pages:	39
Availability:	ED 080 726
Level:	Grades K-12
Populations:	All
Purpose:	This is a transcript of a discussion between Marland and the executive secretary of the Basic Education Council, followed by an open discussion with board members.
Contents:	In his opening comments, Marland relates the career education and basic education movements as sharing total commitment to basic skills, e.g., English. He also affirms that career education is not vocational education and that it is a concept and not a program, a viewpoint then common to material from the U.S. Office of Education. Koerner follows by asking what career education is, and indicates he thinks it to be a dimly conceived idea without a consensus. He holds it to be a narrow approach with an absoluteness of vision and voices the usual criticism regarding the dignity of work, manpower predictions, and cost. Koerner particularly questions how career education is to be taught in the classrooms. He states that basic education strategists believe dropouts and resisters to education need vocational education and basic literacy and mathematical abilities. In the discussion, Marland clarifies the idea of "taking career education into the classroom," and distinguishes between general education (which he said is really not a curriculum) and general curriculum.
Comment:	The developmental thought in this discussion makes it worthwhile reading.

I.C: Positions, Policies, Legislation

Among the material on concepts of career education, subsection I.C describes the positions of associations and councils, governmental policies, and legislation.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want positions, policies, or legislation?
No
Go to Introduction (page 3)
Yes
No
No
Want positions?
No
Want policies?
No
Want legislation?
Yes
Yes
Yes
Go to subsection I.C.1 (page 32)
Go to subsection I.C.2 (page 37)
Go to subsection I.C.3 (page 43)

I.C.1: Positions of Associations and Councils

The titles included in subsection I.C.1 (positions of associations and councils) are:

Associations:

Guidelines for Industrial Arts in Career Education: Implications for Curriculum Development and Program Implementation.
Position Paper on Career Development. (AVA-NVGA)

Councils:

Career Education: What It Is and Why We Need It from Leaders of Industry, Education, Labor and the Professions.
Interim Report with Recommendations for Legislation.
A National Policy on Career Education: The Eighth Report of the National Advisory Council on Vocational Education.

Associations and councils have formed and published positions on career education. The positions of key associations and councils are reported in subsection I.C.1. Included are the position which the American Vocational Association worked out in collaboration with the National Vocational Guidance Association and the position of the Division of Industrial Arts of the American Vocational Association. Both the National Advisory Council on Vocational Education and the National Advisory Council on Career Education have issued position papers on career education which are cited in this subsection. Finally, the U.S. Chamber of Commerce has also advanced a position on career education which is cited in this subsection. Industry and business generally seem behind career education, as are most citizens who serve on national advisory boards relating to work issues.

Other position statements may be found in subsection II.C.

13

Subject:	Positions (associations)
Title:	*Guidelines for Industrial Arts in Career Education: Implications for Curriculum Development and Program Implementation*
Organization:	Department of Vocational Education, University of Pittsburgh, Pittsburgh, PA
Sponsor:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages:	31
Availability:	ED 095 297
Levels:	Middle and secondary schools
Population:	Industrial arts students
Purpose:	These guidelines have been developed to assist school personnel, members of boards of education, advisory committees, and lay groups in planning appropriate programs for implementing industrial arts as an element of career education.
Contents:	The Task Force thoroughly examines the meaning of career education and of industrial arts education and their relationship. Industrial arts programs focus on a broad spectrum of studies in industrial technologies which include 1) career fields, 2) materials (such as woods and metals), and 3) processes (such as designing and constructing). These experiences provide an individual with opportunities to discover and develop aptitudes, interests, and personal qualities. The success of an individual in a career requires adaptability to technological change. The contribution of industrial arts to the goals and process of career education, therefore, is necessary in an educational system concerned with the career development process. The *Guidelines* present a scope and sequence division related to the various divisions of career education. Further information on professional development, student

organizations, support systems (e.g., facilities, materials, community resources), assessment, organization, administration, curriculum development, and program implementation round out the material offered.

14

Subject:	Positions (associations)
Title:	*Position Paper on Career Development*
Organizations:	American Vocational Association, Washington, DC; National Vocational Guidance Association, Washington, DC
Date:	August 1973
Number of Pages:	20
Availability:	Publication Sales, AVA, 1510 H Street, N.W., Washington, DC, $.50
Levels:	All
Populations:	All

Purpose: This paper states the official position on career development as adopted in 1973 by the National Vocational Guidance Association and the American Vocational Association (NVGA-AVA).

Contents: The paper is divided into two parts. The first is devoted to an explication of the processes of career development as part of human development and of work values as part of total human values.

Prepared by a commission of 12 educators, the study recognizes changes in the work ethic with a resultant need for tolerance in accepting work values, but it also stresses the need for reliable personal values in making career plans and decisions.

The commission makes an important distinction between work and career. The members see work as an effort to effect some change, whether through paid or volunteer activity. They define career as a "time-extended working out of a purposeful life pattern through work undertaken by the individual."

Part II of the position paper concerns career guidance as an intervention process. While assessing the need for programs, the writers stress the importance of encouraging individuals to assume responsibility for their own career development. A list of recommended career guidance procedures is included.

The study further spells out needed competencies of the guidance specialists, vocational educators, academic teachers, principals, parents, peers, employers, and other community leaders.

15

Subject: Positions (councils)
Title: *Career Education: What It Is and Why We Need It from Leaders of Industry, Education, Labor, and the Professions*
Organization: U.S. Chamber of Commerce, Washington, DC
Date: 1975
Number of Pages: 24
Availability: ED 105 254
Levels: All
Populations: All

Purpose: Prepared under the leadership of the U.S. Chamber of Commerce and using the National Education Association as consultant, this pamphlet incorporates the input of 23 other national organizations ranging from the Bricklayers, Masons, and Plasterers' International Union to the National Association of Manufacturers and the General Federation of Women's Clubs.

Contents: The publication identifies the concept of career education, reviews problems which suggest a need for the concept, and surveys several approaches such as the Flexible Campus Program and Student Work Internships. In addition, the pamphlet differentiates career education and vocational education, identifies the career education team, and gives suggestions on how to get started and where to get help.

Other useful aspects of the bulletin include a page of tips on procedures for persons speaking to students on career subjects, the illustrative figure showing career education as an integrated approach, and the familiar "What's Happening to Students" chart from the U.S. Department of Labor.

16

Subject: Positions (councils)
Title: *Interim Report with Recommendations for Legislation*
Organization: National Advisory Council on Career Education, Lafayette, IN
Number of Pages: 36
Availability: ED 112 268
Levels: All
Populations: All

Purpose: Described by Sidney P. Marland, Jr., chairman, as the first formal expression of the National Advisory Council for Career Education (established by Congress in 1974 and first assembled in 1975), this interim report includes recommendations for career education legislation, a statement of rationale, and a description of the membership and activities of the council.

Contents:	Two causal factors influenced the scope and nature of this interim report: 1) time constraints, and 2) a decision to limit the current program design to elementary and secondary schools.

While hopeful that survey and evaluation evidence to be documented within one to two years will justify fundamental, reform-oriented legislation, the Council, for the time being, opts for a policy of incremental change. Basically, the Council advocates moving the support program from a demonstration context to a limited developmental position.

The Council proposes a 5-year, $78,709,800 program of incremental implementation of career education with the following goals: 1) State plans for career education, 2) statewide coordination, 3) statewide evaluation of career education, 4) career education review for school board members, school administrators, and community leaders, 5) inservice development of teachers, 6) inservice development of counselors for career education, 7) appointment of local career education coordinators, 8) preparation of career education coordinators, and 9) purchase of instructional materials and supplies for local school career education activities.

The report's rationale statement 1) reviews the U.S. Office of Education's official list of conditions which call for education reform, 2) cites survey evidence of public support for the career education concept, 3) lists existing career education legislation, and 4) provides a sampling of current programs. In addition, it endorses the USOE policy statement on career education which defines the term as follows: "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living." Work is considered to be paid and unpaid activity undertaken with definitive purposes.

The report concludes with a listing of the membership and activities of the Council and gives the titles and authors of 14 information papers commissioned by the Council.

17

Subject:	Positions (councils)
Title:	*A National Policy on Career Education: The Eighth Report of the National Advisory Council on Vocational Education*
Organization:	National Advisory Council on Vocational Education, Washington, DC
Date:	September 1974
Number of Pages:	13
Availability:	ED 102 412

Levels: Grades 9-14

Population: Vocational education students

Purpose: This report has as its main goal the continued separation of vocational education from career education, particularly in legislation and funding. The Council recognizes the role of vocational education in career education but stresses that the separation must be maintained.

Contents: The terminologies of vocational education and career education are clarified and recommendations of the National Advisory Council on Vocational Education concerning career education are listed.

The Council recommends that, in its legislative initiatives, the U.S. Department of Health, Education, and Welfare use a separate funding system for career education. The differentiation of vocational education and career education will thus be reinforced. According to the Council, Federal funds should be used by local education programs and school districts to pay the costs for career education as opposed to the costs of running established educational programs.

I.C.2: Policy Frameworks

The titles included in subsection I.C.2 (policy frameworks) are:

Policy for Practice:

Hoyt. *An Introduction to Career Education: A Policy Paper of the Office of Education.*

Working Papers on Career Education.

Policy for Research and Development:

Forward Plan for Career Education Research and Development: Draft for Discussion.

National Institute of Education: Career Education Program Plan for FY 1975.

Raizen; Carroll; Lieberman; Williamson; Wirt. *Career Education: An R&D Plan.*

Worthington. *Review and Synthesis of Research Concerning Career Education Sponsored by Education Professions Development Act.*

Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education, has been instrumental in formulating policy on career education for the U.S. Office of Education. That policy statement is cited in this subsection. The policy paper started from the *Working Papers on Career Education* of the Office which are also cited here for historical perspective.

The National Institute of Education has also worked through what is becoming a more settled policy of research support in career education as well. The three papers on this topic include the one by Raizen, Carroll, Lieberman, Williamson, and Wirt, which was an early plan; a forward plan which elaborated on the initial plan; and the FY 1975 Program Plan which indicates initial implementation of the early plans. Worthington has synthesized research on career education sponsored by the Education Professions Development Act. Further details can be found in the annotations of each of these documents.

18

Subject: Policy (for practice)
Author: Hoyt, Kenneth B.
Title: *An Introduction to Career Education: A Policy Paper of the Office of Education*
Organization: U.S. Office of Education, Washington, DC
Date: November 1974
Number of Pages: 50
Availability: ED 097 588
Levels: All
Populations: All

Purpose: This policy paper of the U.S. Office of Education (USOE) revises a draft document submitted to miniconferences, State education departments, and individual leaders early in 1974. An appendix summarizes responses to a study guide which accompanied the original draft document.

Contents: Authored by Kenneth B. Hoyt, the policy paper describes the USOE interpretation of the DHEW policy on career education. This interpretation is also consistent with the provisions of Section 406 of the Education Amendments Act of 1974, which provides the first official congressional endorsement of career education.

Reviewing criticism of American education, Hoyt cites career education as one of several possible responses to a call for reform. He then discusses a rationale for career education, defining career education as the totality of experience through which one learns about and prepares to engage in work as part of a way of living. In this definition, "work" is given the highly general meaning of a response to the question, "Why should I learn?"

Hoyt then lists 10 basic concept assumptions which career education has embraced. He describes them as "simple beliefs." He moves on to survey 25 illustrative programmatic assumptions which he characterizes as "the truth as we presently know it to be." Hoyt states the position that there is sufficient research evidence to justify installation of career education programs.

In surveying the tasks of initial career education implementation, the writer endorses use of existing personnel and facilities. He then outlines the steps for initiating an action program. In considering the resulting learner outcomes, the author recognizes the possibility of both individual and educational level variances.

Hoyt lists basic educational changes championed by career education and then considers the major implications: the expense of total reform; the potential for a single, comprehensive system of being accessible to remedial and alternative education tax dollars now outside the public school structure; and the need for our formal education system to join forces with all other segments of the total community.

19

Subject: Policy (for practice)

Title: *Working Papers on Career Education*

Organization: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC

Number of Pages: 193

Availability: ED 069 922

Levels: All

Populations: All

Purpose: This series of four working papers, dating from May 1971 to October 1972, represents the groundwork on the career education concept within the U.S. Office of Education. The resource is valuable because it shows the initial Office of Education response to the initiative of Sidney Marland (then Commissioner of Education), the man responsible for the Federal career education thrust.

Contents: The first paper describes career education, treats characteristics of the concept, and describes in detail its goals.

The second paper presents a model for implementation. (This model precedes the four later-developed major models.) The paper illustrates the model through a table of suggested K-12 career education experiences.

The third paper, the first career education bibliography from the U.S. Office of Education, lists selected references: journal articles, background references related to career education, and a source for continuing references.

The final paper presents the first cluster arrangements of careers. This paper groups jobs listed in the *Dictionary of Occupational Titles* into 15 manageable clusters. Extensive charts (in draft form) show the scope of each cluster with its subclusters.

Comment: This is an excellent developmental source, recording the initial U.S. Office of Education thinking on career education.

20

Subject: Policy (for research and development)

Title: *Forward Plan for Career Education Research and Development: Draft for Discussion*

Organization: National Institute of Education, Washington, DC

Date: April 1973
Number of Pages: 224
Availability: ED 076 849
Levels: All
Populations: All

Purpose: This study is the result of the work of a task force formed at the National Institute of Education for the express purpose of examining the strategy of the Institute in its leadership role in career education, a role inherited from the U.S. Office of Education. In order to give the study the needed research background, the Rand Corporation and the Education Research Center of Syracuse University Research Corporation were asked to prepare studies on career education.

Contents: An executive summary sets the stage for the study. The report initially emphasizes the role which the NIE career education research and development program will take. The report emphasizes the problems people experience in finding the right jobs and advancing in them. These problems are presented in an easily understood outline form. The Fiscal Year 1973-74 program plan for implementation on the part of NIE is also given in this report.

The educational and social needs of the decade are carefully examined with projections into the future in the first section of the report. A conceptual framework in light of these needs is outlined. Each of the models developed to implement career education is studied closely to see if it meets the purposes and objectives stated. The report then gives projected research, development, and evaluation activities for which the funds of Fiscal Years 1973 and 1974 were to be requested.

This report indicates the relationship between social needs and the responsibility of public education, shows that the ongoing projects in the NIE portfolio were intended to produce curriculum resources and delivery systems too rapidly, and exposes the need for thorough examination of the role of NIE in career education.

Comment: This study was brought about by NIE's need for clarification of objectives in its original career education efforts. As background for the current situation and as a historical resource, it deserves the perusal of anyone not abreast of the development of career education on the Federal level.

21

Subject: Policy (for research and development)
Title: *National Institute of Education: Career Education Program Plan for FY 1975*
Organization: National Institute of Education, Washington, DC

Date: September 1974
Number of Pages: 173
Availability: ED 103 702
Levels: All
Populations: All

Purpose: This program plan presents the career education program of the National Institute of Education and projections for Fiscal Year 1975.

Contents: The program plan describes the background of career education and explains the principal problems which it addresses. The document further discusses the question of what career education truly is and the differences among career education, vocational/technical education, and all education. The document also includes discussion of career education at the local, State, and Federal levels, questions raised by the recent development of career education, and an explanation of the role of NIE and the U.S. Office of Education in the development of the career education concept.

NIE in its career education program intends to 1) improve the understanding of the relationship between education and work and 2) increase the contributions education makes to an individual's abilities to choose, enter, and progress in work that is beneficial to self and others.

NIE will explore six areas in reaching these objectives: 1) research, planning, and policy analysis; 2) guidance, counseling, and placement; 3) curriculum; 4) financial barriers; 5) alternative settings; and 6) systematic or institutional changes.

The program plan differentiates the career education roles of NIE and the U.S. Office of Education. NIE is to examine the relationship between education and work and the development of programs and products to improve this relationship. The Office of Education's career education division is to assist State and local education agencies to use, demonstrate, and improve the practice of education in relationship to the world of work.

Attached to the report is an organizational description of NIE and career education in the Division of Education/DHEW. Also of importance is a listing of abstracts arranged in the six strategic areas of the projects in career education funded throughout the country by NIE.

22

Subject: Policy (for research and development)
Authors: Raizen, Senta A.; Carroll, Stephen J.; Lieberman, Arnold J.; Williamson, John N.; Wirt, John G.
Title: *Career Education: An R&D Plan*

Organization: Rand Corporation, Santa Monica, CA
Date: May 1973
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 141
Availability: ED 089 106
Levels: All
Populations: All

Purpose: The authors examine the conceptual framework and program plans for research and development in career education.

Contents: Ongoing career education programs are examined with respect to three major labor market problems: unemployment, low income groups (minorities and women), and the question of alienation of workers. This examination is accomplished through an analysis of the career education activities, models for continuing projects, suggestions of new efforts, and an evaluation of the total process.

Each of the four career education models is examined, but emphasis is on the industry-based model. Training and manpower needs are considered extensively. Model goals and objectives and the primary concerns of career education are spelled out. The economic orientation is detailed and thorough. Extensive research material establishes the need for a direct relationship between the implementation of career education programs and existing manpower needs.

Comment: This study met an early identifiable need within the career education movement; at that time there was little or no valid and reliable research upon which to establish funding procedures for research and development programs. The concentration upon the economic/work/labor problem is valuable in light of its importance to the three major labor market problems it confronts.

23

Subject: Policy (for research and development)
Author: Worthington, Robert M.
Title: *Review and Synthesis of Research Concerning Career Education Sponsored by Education Professions Development Act, Section 552, 1972-1975*
Organization: National Advisory Council on Career Education, Lafayette, IN
Number of Pages: 195
Availability: ED 117 401
Levels: All
Populations: All

Purpose:	In a work commissioned by the National Advisory Council on Career Education, Worthington lists all available completed doctoral research in career education completed by Education Professions Development Act (EPDA), Section 552 awardees.
Contents:	The document provides available abstracts and analyzes the content and procedures of the dissertations. There is a summary of the significance of this body of research. Recommendations are made concerning the future of research efforts under EPDA, Section 552 funding. Analysis of the content of the doctoral dissertations led to recommendations for further study in the following areas: conceptualization and philosophical bases of career education; indepth critical analysis of the career education concept and the underlying rationale; historical trends in American society and the divergent social forces leading to the broad-based acceptance of career education; relationship of work and lifestyle; the process and role of career education in career choice; extension of the educational process into the community and the workplace; increased relationship between school and society in general; concept of productivity and possible effects of career education; contribution of career education to basic academic competency; utilization of expertise in career education other than by educators; career education in lifelong learning; contribution of career education to individual and societal objectives; development of positive work habits and attitudes; infusion of career education into all education at all levels; and development and testing of career planning techniques.
Comment:	The importance of this source lies in the fact that it is the sole existing one which examines the current doctoral research and publications on career education.

I.C.3: Legislation

The title included in subsection I.C.3 (legislation) is:

Nystrom. *Occupation and Career Education Legislation.*

Users interested in a legislative overview of vocational and career education should refer to this document by Nystrom, which is the only one in its field. Even this document does not fully cover the literature on the diverse topic of vocational and career education. However, it does offer topical entries for users wanting further detail and represents the best available resource.

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Subject:	Legislation
Author:	Nystrom, Dennis C.
Title:	*Occupation and Career Education Legislation*

Date: 1973

Number of Pages: 66

Availability: H. W. Sams and Co., Indianapolis, IN, $2.95

Levels: All

Populations: All

Purpose: This succinct and orderly text deals with the background, implications, and specifics of legislation pertaining to occupational and career education.

Contents: The author identifies key factors affecting legislation as economic, political, professional, and social. He relates the study of legislation to an overall goal, predicting trends, thereby making future planning processes realistic.

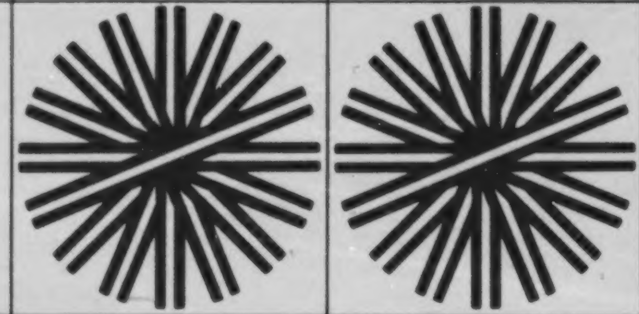
Each unit includes a statement of objectives, an introduction, an analysis of the legislation under consideration, a summary, questions for review, suggested activities, a bibliography, and a space for notes and revisions.

After an introductory lesson on "What Is Legislation?", the study moves chronologically from early legislative foundations of occupational education to more recent enactments. Nystrom cites the Morrill Acts of 1862 and 1890 and the 1917 Smith-Hughes Act with its accompanying impact on vocational education.

Other lessons consider the Sputnik crisis and resulting legislation; the Vocational Education Act of 1963; and the Manpower Development and Training Act. After considering the Education Amendments of 1972, this study closes with an examination of possible future trends.

Comment: While perhaps designed primarily as a classroom teaching tool for postsecondary use, this instrument could prove equally useful for self-study by lay and professional persons interested in the nature of legislation.

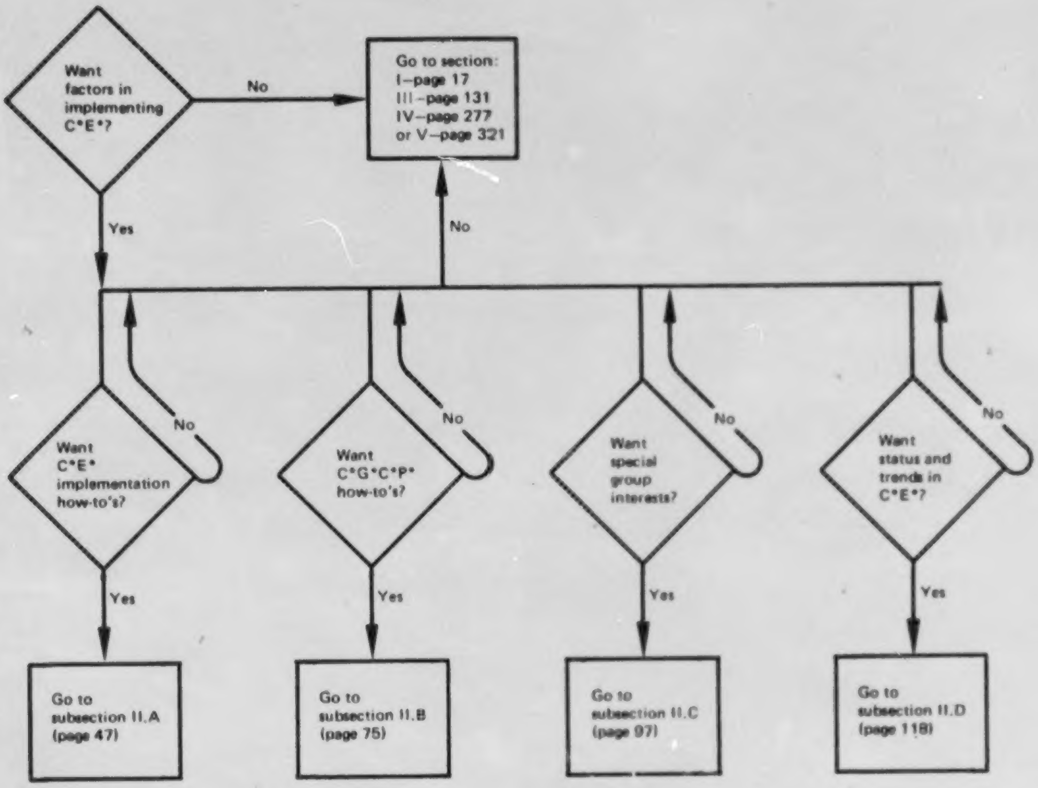
Section II Factors in Implementing Career Education



SECTION II:
FACTORS IN IMPLEMENTING CAREER EDUCATION

In section II you will find descriptions of material on the various factors involved in the implementation of career education.

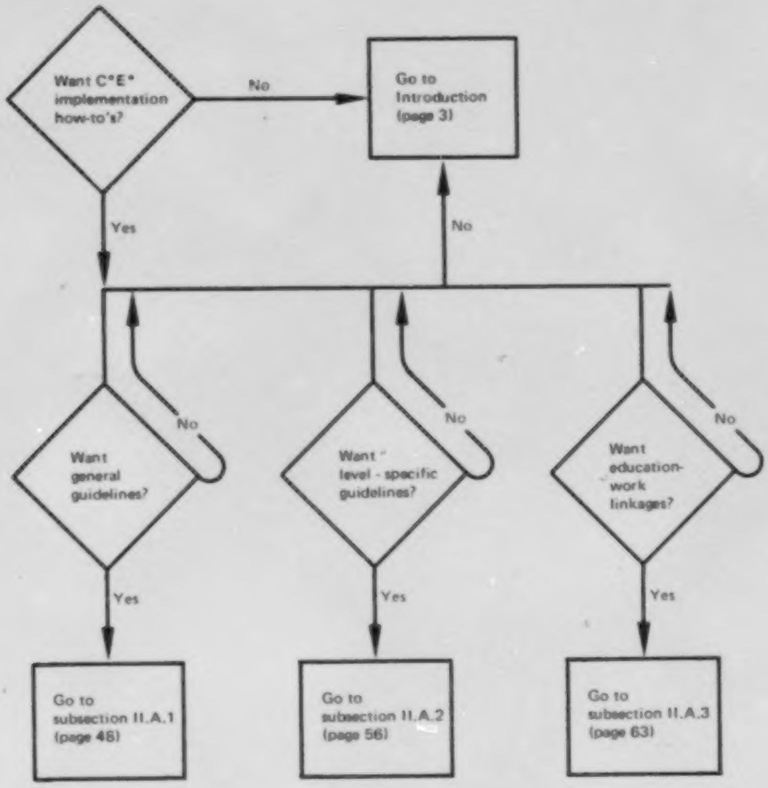
The material on conditioning factors which is described in the GUIDE may be located by following this decision path:


Want factors in implementing C*E*?
No
Go to section: I—page 17 III—page 131 IV—page 277 or V—page 321
Yes
No
Want C*E* implementation how-to's?
No
Yes
Go to subsection II.A (page 47)
Want C*G*C*P* how-to's?
No
Yes
Go to subsection II.B (page 75)
Want special group interests?
No
Yes
Go to subsection II.C (page 97)
Want status and trends in C*E*?
No
Yes
Go to subsection II.D (page 118)

II.A: Suggestions for Implementation

Among the material on factors in the implementation of career education, subsection II.A focuses on how-to suggestions for implementation.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want C*E* implementation how-to's?
No
Go to Introduction (page 3)
Yes
No
Want general guidelines?
No
Want level - specific guidelines?
No
Want education-work linkages?
No
Yes
Yes
Yes
Go to subsection II.A.1 (page 48)
Go to subsection II.A.2 (page 56)
Go to subsection II.A.3 (page 63)

II.A.1: General Guidelines

The titles included in subsection II.A.1 (general guidelines) are:

Bailey; Stadt. *Career Education: New Approaches to Human Development.*
Career Education: How to Do It. Creative Approaches by Local Practitioners.
Edington; Conley. *Career Education Handbook for Rural School Administrators.*
Goldhammer; Taylor. *Career Education: Perspective and Promise.*
Helling. *Career Development Concept: An Understanding, Plan, and Work Packet for Educators, K-12.*
Hoyt; Evans; Mackin; Mangum. *Career Education: What It Is and How to Do It.*
Kenneke; Nystrom; Stadt. *Planning and Organizing Career Curricula: Articulated Education.*
Stadt; Kenneke. *Managing Career Education Programs.*
Shook; Morgan. *A Manual for the Implementation and Administration of Career Education Programs.*

This collection offers a choice among important how-to-do-it pieces on career education. Bailey and Stadt offer a rather complete system grounded in career development theory. Hoyt, Evans, Mackin, and Mangum offer one of the early books indicating what needs to be done. Helling provides general guidelines for a career development program. Goldhammer and Taylor offer a humanistic and vocational perspective on career education. Then there are selections on curriculum planning and organization (Kenneke, Nystrom, and Stadt), a manual for administration (Shook and Morgan), special adaptations for rural school administrators (Edington and Conley), and another on management (Stadt and Kenneke), as well as some creative approaches by local practitioners.

25

Subject:	Implementation (general guidelines)
Authors:	Bailey, Larry J.; Stadt, Ronald W.
Title:	*Career Education: New Approaches to Human Development*
Date:	1973
Number of Pages:	430
Availability:	McKnight Publishing Company, Bloomington, IL, $8.95
Levels:	All
Populations:	All
Purpose:	Bailey and Stadt consider four major aspects of career education: its relationship to current climate for change, individual career development theories, the evolution of career education, and planning for career education.
Contents:	Early chapters review the mood for change in education and the need for substantial modification of educational institutions. In fact, the authors see the present education system as outdated and suggest that the economic function of education may prove to be the cohesive factor in combining excellence and relevance into needed present-day accountability. The authors see present theories of vocational behavior best used as orientation for the practitioner. Bailey and Stadt give special consideration to the career development needs of women (i.e., multiple roles and educational timing). They believe the changing patterns of employment for women must bring opportunities for continuing education. After tracing the evolution of career education, the authors define the term as a process which produces the results described as career development (career planning and decisionmaking; desirable values, concepts and skills). Concluding chapters present the development of career education curriculum models and suggest methods for implementing change in education. The book contains general subject and quoted author indexes.
Comment:	The publication is a "blend of logic and chronology" which should appeal to both educators and lay persons.

26

Subject: Implementation (general guidelines)
Title: *Career Education: How to Do It. Creative Approaches by Local Practitioners*
Organization: Office of Career Education, U.S. Office of Education, Washington, DC
Date: October 1974
Number of Pages: 188
Availability: ED 105 282
Levels: Grades K-12
Populations: All

Purpose: This resource consists primarily of the creative career education proposals of participants at 20 local conferences conducted by the Office of Career Education. Conference participants were employed in career education programs on the local level and the material from their meetings is directly applicable to K-12 programs.

Contents: The source's utilitarian divisions provide examples clearly indicating the application of each proposal, suggestion, program, creative idea, or project. A chart at the end of the source relates each proposal to a given grade level.

The divisions are easily understood and make the source highly adaptable. These divisions are: A) All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject being taught. Suggestions and recommendations are included. B) Some teachers will be charged with providing students with specific vocational competencies at a level that will enable students to enter occupational society. C) The business-labor-education community will provide observational, work experience, and work-study opportunities for students and their teachers. D) Counseling and guidance personnel will help classroom teachers implement career education. E) The home and family members will help pupils acquire and practice good work habits. F) Educators, administrators, and school boards will emphasize career education as a priority goal.

Comment: These six divisions more than adequately cover the creative approaches to implementing career education programs and make this a truly valuable source.

27

Subject: Implementation (general guidelines)
Authors: Edington, Everett D.; Conley, Howard K.
Title: *Career Education Handbook for Rural School Administrators*

Organization: ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces, NM

Date: February 1973

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 97

Availability: Capitol Publications, Suite G-12, 2430 Pennsylvania Avenue, Washington, DC, $4.00; also ED 073 861

Levels: All

Population: Rural schools

Purpose: Edington and Conley provide guidelines to assist rural school administrators in planning and administering career education programs, especially for isolated rural schools.

Contents: The publication includes suggested career education programs, curriculum materials, funding, evaluation criteria, a survey of other existing programs, and a bibliography. Graphs, charts, examples, and a representative cluster of the agribusiness job area complete the handbook.

Comment: Although this is a limited example of a career education model, it is of value in rural areas where resource limitations exist. It is well written, logical, and quite clear in specifying its target population.

28

Subject: Implementation (general guidelines)

Editors: Goldhammer, Keith; Taylor, Robert E.

Title: *Career Education: Perspective and Promise*

Date: 1972

Number of Pages: 296

Availability: Charles E. Merrill Publishing Company, Columbus, OH, $6.95

Levels: Grades K-12

Populations: All

Purpose: One of the components of the Merrill Series Career Survival Skills kit, this professional book provides current perspective on the status of career education, includes essays by professional educators, and describes four emerging career education programs in the public schools.

Contents: While considering career education in perspective, the editors indict American education for failure to deal with, among others, the problems of dropouts, crime and delinquency, decay of standards, control of militarism, and burgeoning welfare. They use these observations to introduce the presuppositions of career education as discussed by the writers whose essays follow in the second portion of the book.

In general, the essayists survey approaches for implementing career education programs. Sidney P. Marland, former Commissioner of Education, deals with the initiation of employer and home-community-based models as well as with the more usual school-based model of career education. Other writers (Dale Parnell, Edwin Herr, Gordon Swanson, Keith Goldhammer, Frank Pratzner, and Louise Keller) consider such topics as concepts for building and implementing a careers curriculum and problems of assessing career development.

In aggregate, the writers touch on career development and education at all levels, K-12. Some authors include charts and illustrated figures. Following a survey and descriptions of career education programs, each different in character, operating in Kentucky, Mississippi, and Oregon, the editors offer a postscriptive statement of the future and promise of career education.

Cross Reference: Other volumes in the series are described in entries 34, 71, and 185.

29

Subject: Implementation (general guidelines)

Author: Helling, Clifford E.

Title: *Career Development Concept: An Understanding, Plan, and Work Packet for Educators K-12*

Organization: Robbinsdale Independent School District 281, MN

Number of Pages: 226

Availability: ED 099 530

Levels: Grades K-12

Populations: All

Purpose: The author maintains that there are four phases to the successful implementation of career education programs. Initially, the need must be made clear to professional educators. Then there must be a detailed explanation of career education. The two final phases are interchangeable—the implementation involves the development of applicable materials by common interest units (English, social studies, etc.) in their specific areas and the "process" for implementation which must result from the development of such materials.

Contents: The introductory discussion of career education problems parallels other such introductory chapters. The definition of career education and the various materials of value for practical application are handled with graphs, concept breakdown, general objectives, components, and elements of operational programs. Discussions of behavioral objectives built upon career education dimensions and of how to write a unit are included.

Comment: Of possible interest to those involved in implementation procedures is a section on elements of possible programs. Helling's work is a good source, especially the appendixes which give a wealth of ancillary information. Two-thirds of this work consists of 14 appendixes of materials related to career education programs.

Cross Reference: Other materials produced in Minnesota may be found in entry 146.

30

Subject: Implementation (general guidelines)

Authors: Hoyt, Kenneth B.; Evans, Rupert N.; Mackin, Edward F.; Mangum, Garth L.

Title: *Career Education: What It Is and How to Do It*

Date: 1972

Number of Pages: 200

Availability: Olympus Publishing Co., Salt Lake City, UT, $4.00

Levels: All

Populations: All, with consideration of minorities and disadvantaged

Purpose: Hoyt and his collaborators deal with many of the questions and problems that beset career education from its initial endorsement by the U.S. Office of Education (USOE).

Contents: The authors consider three areas in which misunderstanding concerning career education has arisen: 1) What is career education's relation to the present scope of education? To vocational education? 1) Where is the funding to come from? 3) Is it a second-class education for disadvantaged or minority groups?

These problems are handled in the book by treating four questions, regarding 1) the key concepts of career education, 2) the need for career education, 3) how career education is being implemented, and 4) the appropriate strategies of implementation for a school system interested in the concept.

Comment: This is a basic, well-written, thorough work, essential to those interested in the field. Of note are Hoyt's definition of career education, which emphasizes the "education" part of the concept, and Evans' definition, which emphasizes the "career" aspect.

31

Subject: Implementation (general guidelines)

Authors: Kenneke, Larry J.; Nystrom, Dennis C.; Stadt, Ronald W.

Title: *Planning and Organizing Career Curricula: Articulated Education*

Date: 1973

Number of Pages: 432

Availability: Howard J. Sams and Company, Indianapolis, IN, $10.95

Levels: Grades K-14

Populations: All

Purpose: A framework for planning and organizing career curricula around economic concerns is offered to teachers, managers, facilitators, and administrators of career education programs.

Contents: In the initial section, the contemporary need for change in our educational system forms the presumed basis for modern curriculum building. If the needed changes are realized, it will be through the development of articulated educational programs wherein societal needs are determined and the educational direction is formulated. This section then considers the instructional strategies and managerial procedures required to effect articulated education.

The authors consider the structuring of adequate and appropriate experiences required to create levels of career awareness and technical competency in the programs. They discuss and illustrate the occupational cluster curricula developed by Row; Moser, Dubin and Shelsky; the U.S. Department of Labor; Super; Holland; and the U.S. Office of Education. The Illinois and Oregon cluster systems are included in this section. Categories of technical occupations, business system analyses, and the integration of these into curricula complete the section.

In a third section, three aspects of the development of learning experiences are considered: the planning necessary for effective instructional procedures, the analysis of the procedures in order to determine effectiveness, and a final organization of the instructional strategies necessary for complete implementation.

The text ends with a section on the programs on all levels, the use of staff, and the managing of the programs. The section on program management is particularly valuable because of its treatment of the relationship with business and industry and effective use of community.

Comment: *Planning and Organizing Career Curricula: Articulated Education* presents career education personnel with a total outlook of how career education programs can be effectively articulated into the curriculum. Discussion questions and bibliographies at the end of each chapter and the use of a great variety of graphs, charts, and visual presentations throughout the book enhance its readability.

32

Subject: Implementation (general guidelines)
Authors: Stadt, Ronald W.; Bittle, Ray E.; Kenneke, Larry J.; Nystrom, Dennis C.
Title: *Managing Career Education Programs*
Date: 1973
Number of Pages: 224
Availability: Prentice-Hall, Englewood Cliffs, NJ, $8.95
Levels: Grades K-14
Populations: All

Purpose: Stadt and his colleagues apply contemporary business management procedures in situations applicable to career education projects. Though many of these procedures are nearly 20 years old, they have yet to be implemented in the field of education.

Contents: The first chapter presents an overview of manager-worker relationships and synthesizes the thinking which leads to performance-centered management. Management by objectives is explained. The text then offers a conceptual and empirical presentation of the procedures that managers should follow in planning occupational programs to achieve short, intermediate, long-range and ultimate goals. This section considers the effective use of advisory committees and intraorganizational personnel.

The questions of leadership types and patterns are looked at from the viewpoints of a trait approach and of a behavioral approach. This analysis of leadership is followed by consideration of management's role in leadership.

The material exhorts the manager to motivate his personnel to perform and function at their greatest potential by analyzing individual needs and characteristics in relation to the individual's role in reaching the program objectives. The role of communications management is stressed. This section lists programs, materials, and institutions with courses in effective communications.

The section on information systems, their applicability and their use in career education programs, includes specific data on essential systems for effective management. The section lists available material.

Comment: This source is highly useable, is easily read and comprehended, and marries management systems and learning. The book is enhanced by the inclusion of discussion cases, activities, and bibliographies at the end of each chapter.

33

Subject: Implementation (general guidelines)

Authors: Shook, Mollie W.; Morgan, Robert L.

Title: *A Manual for the Implementation and Administration of Career Education Programs*

Organization: Center for Occupational Education, North Carolina State University, Raleigh, NC

Date: 1973

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 31

Availability: ED 076 752

Levels: All

Populations: All

Purpose: This introductory monograph outlines the career education rationale for a series on career education prepared at the Center for Occupational Education at North Carolina State University at Raleigh.

Contents: Included are administrative practices, curriculum design, postsecondary and adult programs, career guidance services and personnel, professional development, community involvement and program evaluation.

Comment: The series deserves consideration with this monograph as the introduction. All monographs are brief, easily read, and very clear in their presentation. Others in the series are ED 076 753 through ED 076 760.

Cross Reference: Another monograph in this series is described in entry 65.

II.A.2: Level-Specific Guidelines

The titles included in subsection II.A.2 (level-specific guidelines) are:

Elementary School:

Gysbers; Miller; Moore. *Developing Careers in the Elementary School.*

Hoyt; Pinson; Laramore; Mangum. *Career Education and the Elementary School Teacher.*

Kleve; Miller; Stock; Kerlan. *Career Education in the Elementary School.*

Middle/Junior High School:

Eissman. *Career Education and the Emerging Middle School: A Review of the Literature with a Recommendation.*

Evans; Hoyt; Mangum. *Career Education in the Middle/Junior High School.*

Secondary School (See subsection II.B.)

Higher Education (See Dunphy in subsection II.B.1, Healy in subsection II.B.4, and Mayhew in subsection II.D.)

Adult and Continuing Education:

Hoffman; Bliss, Colker; Greenfield; Tucker. *Explorations, Part I: (Guidelines for Career Development in Adult Education). State Listing of Adult Career Education Classes.*

Hoffman; Bliss; Colker; Greenfield; Tucker. *Explorations, Part II: (Guidelines for Career Development in Adult Education). State Listing of Adult Career Education Activities.*

Should you want guidelines more specific to a particular level on which you work, this subsection offers choice among guidelines for elementary school, middle/junior high school, and adult and continuing education as differentiated above.

Career education guidelines for secondary schools, community colleges, and colleges are notable by their absence from this list. This is a fact of career education: career education is a phenomenon which has taken hold in an infusionary way in elementary and middle schools and in adult education but has not taken hold very strongly in secondary and higher education (except directly in career guidance, counseling, and placement, as is amply illustrated in subsection II.B). Career education is still largely conceived within secondary and higher education as either the special work of counselors or add-ons. Infusing career education into disciplines has not occurred.

Although secondary and higher education are not treated in this subsection, subsections II.A.3 (education and work linkages) and II.B (career guidance, counseling, and placement in career education) contain quantities of material on parts of career education programs in secondary and higher education.

34

Subject:	Implementation (level specific—elementary school)
Editors:	Gysbers, Norman C.; Miller, Wilbur; Moore, Earl J.
Title:	*Developing Careers in the Elementary School*
Date:	1973
Number of Pages:	176
Availability:	Charles E. Merrill Publishing Co., Columbus, OH, $5.95
Level:	Elementary school
Populations:	All
Purpose:	This book, focusing on career development in the elementary and intermediate grades, is one component of the Merrill Series in Career Programs.
Contents:	In three chapters, the editors present essays which provide an overview within the general framework of elementary education and reflect postulations and philosophies of major figures in the field of career education. In an essay entitled "The Importance and Meaning of Career Education," Jerome Bruner says education must find a way to connect the diversity of society to the phenomenon of school. In an appeal for "humanizing" the school environment, W. Wesley Tennyson sees a parallel between the "disgruntled factory worker" and the troubled and

dissatisfied student. Other essayists touch on the processes by which vocationally relevant behavior is developed and expressed. Richard C. Nelson suggests that career exploration is a curricular rather than a counseling responsibility.

In the chapter "What Influences Career Development," the writers direct attention to the tendency of elementary reading textbooks to distort occupational emphasis and presentation of workers.

The book concludes with a variety of papers relating to "Programs and Activities to Facilitate Career Development." These papers consider such ideas as the use of vocational role-models and the establishment of an elementary school employment service in which real life job experiences could be simulated through applications and interviews for such work as library helpers and audiovisual aides.

Cross Reference: Other volumes in this series are described in entries 28, 71, and 185.

35

Subject: Implementation (level specific—elementary school)

Authors: Hoyt, Kenneth B.; Pinson, Nancy M.; Laramore, Darryl; Mangum, Garth L.

Title: *Career Education and the Elementary School Teacher*

Date: 1973

Number of Pages: 204

Availability: Olympus Publishing Co., Salt Lake City, UT, $6.95 cloth, $4.95 paper

Level: Elementary school

Populations: Teachers

Purpose: This book offers discussions of basic background philosophy and descriptions of specific classroom activities, as the first in a series of "how-to-do-it" treatments on career education which will be concerned with the home, the junior and senior high schools, higher education, and manpower programs.

Contents: The authors delimit the role of career development in the elementary school in order to avoid the possibility of encouraging premature decisions by elementary students. As goals suitable to this level, they suggest 1) a general awareness of the nature of the world of work and work values and 2) a self-concept as a future participant in the world of work. The writers see a harmony in which academic skills in the elementary school are acquired with equal or even greater facility when they are studied in the career awareness context.

The authors suggest that the use of intervention strategies to facilitate physical, social, and intellectual development is valid in career development as opposed to relying on the "accident" theory.

In advocating a longitudinal basis for career development beginning in the home and elementary school, the writers point out that later remedial "manpower development" efforts, while necessary, have had but minimal effect on the problem of out-of-school youths and adults.

Having provided a rationale for career education in the elementary school, the authors proceed to examples of academic learning through career awareness. They discuss techniques for field trips, plans for resource visitors, simulated work experiences, descriptions of exemplary programs, the importance of community liaison, and the imperative of parent-school partnership.

In addition to considering teacher training needs, the authors describe examples of innovative programs with specific references to sponsoring institutions. They also suggest formats for school group-planning meetings.

In a final chapter dealing with teacher concerns, the authors stress that career education is a method for all education. They recognize society's "increasingly jaundiced view of education" and the decline in the dignity of the work ethic. They advocate career education as a solution to these two social challenges.

Some chapters include summaries and each has a list of suggested readings.

36

Subject: Implementation (level specific—elemetary school)

Authors: Kleve, Gerald L.; Miller, G. Dean; Stock, Wilbur; Kerlan, Julius

Title: *Career Education in the Elementary School*

Organization: Division of Instruction, Minnesota State Department of Education, St. Paul, MN

Date: 1974

Sponsor: Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, DC

Number of Pages: 84

Availability: ED 086 941

Level: Elementary school

Populations: All

Purpose: Career education literature is indicted for its failure to concentrate on the basic goals of elementary education (the affective domain and basic skills). The authors present an elementary school program using social studies units to develop career awareness. The focus is on integrating career awareness with basic communication skills.

Contents: The paramount needs of an elementary career education program are listed: teacher preparation time, resource guides, audiovisual material, field trips, and the support of constituent communities. The question of career guidance in the elementary school is well developed in the study. Ginzberg, Gysbers, and other acknowledged authorities are cited, and graphs and selected studies effectively demonstrate the role of guidance in such programs. The author suggests that counselor teams be established and trained to handle such programs.

Comment: An appendix of career education activities from varied geographical areas is provided. A chart shows the 1974 status of exemplary career education projects and indicates good evaluation design, a feature valuable for persons wishing to determine the effectiveness of their own programs.

Cross Reference: Other Minnesota-produced materials are described in entry 146.

37

Subject: Implementation (level specific—middle school)
Author: Eissman, Janice
Title: *Career Education and the Emerging Middle School: A Review of the Literature with a Recommendation*
Date: 1973
Number of Pages: 30
Availability: VT 100 573 in ED 094 271
Level: Middle school
Populations: All

Purpose: This article investigates career education contributions to the middle school through a critical examination of the literature related to career education, vocational education, the junior high concept, and the middle school concept.

Contents: In order to accomplish such an investigation, the author deals with 1) how career education relates to vocational education, 2) how the emerging middle school differs from the junior high school concept, 3) the needs of students in the middle school, and 4) some of the guidelines for preparing teachers for introducing the career education concept into the emerging middle school.

A section is devoted to concept clarification and another to the historical development of the middle school. A summary concludes that the emerging middle school and career education are compatible. Recommendations for program implementation result from an adjustment of similar implementation in the junior high school.

Comment: This may be of value to administrators involved in the middle schools. Recommendations are adaptable to junior high schools as well.

38

Subject: Implementation (level specific—middle/junior high school)
Authors: Evans, Rupert Nelson; Hoyt, Kenneth B.; Mangum, Garth L.
Title: *Career Education in the Middle/Junior High School*
Date: 1973
Number of Pages: 327
Availability: Olympus Publishing Company, Salt Lake City, UT, $7.95; also ED 102 393
Level: Middle/junior high school
Populations: All

Purpose: A thorough development of the implementation of career education at the middle/junior high school level is presented.

Contents: The initial chapter introduces the career education concept and explains it in relationship to the middle/junior high school. The rationale for career education in this grade level is contingent upon the rationale for career development in students of this age. Major contributors to the theories of career development (Super, Borow, Osipow, Herr) are cited, along with related research.

Career development practices are explained in relationship to field research, followed by a summary of specific program examples. The text considers the role of career education in the basic academic classroom and the integration of the concept into five basic academic subject areas. Examples from state programs give substance to this section of the book.

A treatment similar to that of career education and the basic academic subjects is given to the practical and fine arts (industrial arts and home economics; the fine arts).

The authors explain the intrinsic role of all types of work experiences in career education programs at this grade level. They also describe the organization of career education in the middle/junior high school—personnel, resources (with examples cited), and evaluation.

The book concludes with a discussion of the role of career education in contemporary reform movements in education—accountability, differential staffing, team teaching, individual instruction and the nongraded classroom, and the open and alternative schools.

39

Subject: Implementation (level specific—adult and continuing)

Authors: Hoffman, Fae E.; Bliss, Charlotte A.; Colker, Laura J.; Greenfield, Phyllis O.; Tucker, Todd S.

Title: *Explorations, Part I: (Guidelines for Career Development in Adult Education). Career Activities for Adult Education Classes*

Organizations: Applied Management Sciences, Inc., Silver Spring, MD; B'nai B'rith Vocational Services, Washington, DC

Date: June 1974

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 105

Availability: ED 102 426

Level: Adult and continuing

Populations: All

Purpose: This source provides a group of activities addressed to adult needs. The activities also demonstrate the utilization of career materials in the learning process.

Contents: The initial section correlates reading courses to career development by using current events to discuss career possibilities. Discussion topics include job comparisons and possible careers in literature.

A second section uses writing as its pivotal point and discusses career development in relationship to careers in the writing field. Writing for information, making literature useable, a workday in the life of a writer, and careers abroad in writing are used as examples of career development in the field. The same technique is then used for oral communication and critical thinking.

Comment: Each unit reinforces skills, stresses performance objectives, and indicates research materials required and the amount of classtime for utilization. It is an excellent resource for adult education programs.

Cross Reference: Part II of this publication is described in entry 40 and Part III in entry 183.

40

Subject: Implementation (level specific—adult and continuing)

Authors: Hoffman, Fae E.; Bliss, Charlotte A.; Colker, Laura J.; Greenfield, Phyllis O.; Tucker, Todd S.

Title: *Explorations, Part II: (Guidelines for Career Development in Adult Education). State Listing of Adult Career Education Activities*

Organizations:	Applied Management Sciences, Inc., Silver Spring, MD; B'nai B'rith Vocational Services, Washington, DC
Date:	June 1974
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	90
Availability:	ED 102 427
Level:	Adult and continuing
Populations:	All
Purpose:	This source provides a collection of descriptions representing a broad cross section of local adult education programs integrating career education into the normal curriculum.
Contents:	Twenty-six hundred programs were used to compile the list, which represents the better programs. Program locations, titles, addresses, and specific differences or unique approaches are given by State.
Cross Reference:	Part I of this publication is described in entry 39 and Part III in entry 183.

II.A.3: Education and Work Linkages

The titles included in subsection II.A.3 (education and work linkages) are:

Models:

Bell. *The New Partnership: Academia and the World of Work.*
Dudra. *Career Education and the World of Work: A Symposium.*
Ferrin; Arbeiter. *Bridging the Gap: A Study of Education-to-Work Linkages. Final Report of the State-Level Study in Career Education.*
Work in America: Report of a Special Task Force to the Secretary of H.E.W.

Transition between Education and Work:

Darcy; Powell. *Manpower and Economic Education: A Personal and Social Approach to Career Education.*
Kimbrell; Vineyard. *Individualized Related Instruction for Entering the World of Work.*
Smith; Callahan. *Coordination and Integration of Military Education with National Career Education: Phase 2. Final Report.*
Meredith; Richter. *Occupational Essentials: Skills and Attitudes for Employment.*

Occupational Clusters:

Cook; Stenning; Tiedeman. *Educating for the Integration of Occupational Clusters into Careers.*
Frantz. *Career Cluster Concepts.*
Vestal; Baker. *An Analysis of Fifteen Occupational Clusters Identified by the United States Office of Education.*

A major tenet of career education is to make education and work more permeable to each other both for the education of students and for their employment. The report by Ferrin and Arbeiter represents a thorough current study of this linkage which contains many concepts of great use to general practice in the area. The document by Bell and the one entitled *Work in America* represent government policy recommendations related to achieving the desired permeability. Dudra's symposium describes some of the cooperation between citizens and educational personnel needed for realization of this goal.

The second category within this subsection provides access to more definitive educational essentials in school-work partnerships. On the one hand, the list includes documents by Kimbrell and Vineyard, and Meredith and Richter—both of which documents deal with that instructional individualization which is a part of making education more relevant in career education and with maintaining capacity to describe in a validated way what one can do.

Finally, another career education concept in linking education and work is dealt with, namely constructing career clusters. Career education strives to make progress in work possible. In order to do so, a person must prepare himself/herself personally and occupationally to advance, not just to move laterally. The documents cited on career clusters deal with these problems.

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Subject:	Implementation (education and work linkages)
Author:	Bell, Terrell H.
Title:	*The New Partnership: Academia and the World of Work*
Organization:	Paper presented at the Annual Meeting of the College Entrance Examination Board, Washington, DC
Date:	October 1974
Number of Pages:	14
Availability:	ED 103 616
Level:	Education and work transition
Populations:	All
Purpose:	The U.S. Commissioner of Education, in giving this talk, responded to the initiative of President Ford in his Ohio State University speech of August 1974 to stress the great need for credibility between educators and employers—academia and the world of work.
Contents:	Bell notes that Federal action has led to the formation of 10 task forces from the U.S. Department of Health, Education and Welfare, the U.S. Department of Labor, and the U.S. Department of Commerce. The goal of these 10 task forces is to synchronize the world of work with higher education. The Commissioner demonstrates the scope of the career education movement throughout the country. He also points to dichotomies between education and the real world of employment. Of these, Bell maintains that the lack of emotional preparation for work and of goal-centered plans for students must be remedied through joint planning between educator and employer. Bell also calls for the elimination of status

separation between academic and nonacademic students.

In order to facilitate this collaboration, Bell proposes the adoption of a basic philosophical position. This position must include the understandings that education means more than "schooling," students can and do learn from workers outside the academic community, students learn best about the real world by experiencing it, and students, in choosing careers, benefit from classroom contact with people from the world of work. Bell further states that if employers want young workers ready and willing to work, they have a responsibility to aid in the readying process, and considers that the business and labor communities have much to learn from, as well as much to contribute to, education.

Finally, Bell says the U.S. Office of Education must offer a package of career education programs related to work.

42

Subject: Implementation (education and work linkages)
Editor: Dudra, Michael
Title: *Career Education and the World of Work: A Symposium*
Organization: Proceedings of the Saint Francis College Graduate Program in Industrial Relations, Loretto, PA
Date: September 1973
Number of Pages: 56
Availability: ED 109 366
Level: Education and work transition
Populations: All

Purpose: Edited by Michael Dudra, Director of Graduate Programs in Industrial Relations, this symposium on career education held at St. Francis College, Loretto, Pennsylvania, reflects a variety of views. It includes presentations by representatives of the U.S. Chamber of Commerce, the Environmental Protection Agency, and the U.S. Department of Labor, as well as by educators identified with community colleges, vocational-technical schools, and the U.S. Office of Education.

Contents: In a guideline statement, Joyce D. Cook, of the Program and Development Branch of the U.S. Office of Education, lists pertinent issues for discussion. Among them, she stresses accommodation for training in a wide range of skills, improved articulation among programs, liability and child labor concerns, and a broadened base of support from employers.

Other speakers endorse the career education concept but see definite limits to its potential (Chamber of Commerce) or stress the necessity for objectives which will counteract class hatred and racial bigotry (Manpower Arm of the

American Federation of Labor and Congress of Industrial Organizations). The report further quotes an AFL-CIO Executive Council statement which supports career education. However, the report continues, "We will not allow it to be won at the expense of narrowing opportunities for higher education."

Charles M. Howard, of the U.S. Environmental Protection Agency, cites the need for trained technicians in soil conservation and water and air pollution, but deplores insufficient funding for implementing all training programs. In addressing himself to the problems of articulation, Richard C. Richardson, Jr., President of Northampton County Area Community College, Bethlehem, Pennsylvania, describes a model of a career education cooperative involving two technical-vocational schools and a community college.

The report concludes with summaries of panel discussions.

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Subject:	Implementation (education and work linkages)
Authors:	Ferrin, Richard I.; Arbeiter, Solomon
Title:	*Bridging the Gap: A Study of Education-to-Work Linkages. Final Report of the State-Level Study in Career Education*
Organization:	College Entrance Examination Board, New York, NY
Sponsor:	National Institute of Education, Washington, DC
Date:	June 18, 1975
Number of Pages:	180
Availability:	ED 114 473
Level:	Education and work transition
Populations:	All

Purpose: Produced by the College Entrance Examination Board for the National Institute of Education, the report describes procedures used to develop a framework for studying education-to-work transition. In addition, it documents existing linkages and offers proposals for improved or new mechanisms.

Contents: Three separate documents are encompassed in this exhaustive study: a final report with summary, a supplemental report, and a summary publication. The survey's supplemental report considers 26 examples of linkages with each having a two- to three-page profile. The supplement includes an index.

While considering the barriers that hamper transition from education to the workplace and while examining existing or possible mechanisms for improved linkage, the report also recognizes the restrictive nature of a narrow and tightly structured education-work system.

The study limits itself to an examination of secondary and postsecondary linkages and concentrates on paid work. It focuses on linkages involving institutional change rather than individual guidance and information processes.

With a program-linking device defined as "an arrangement in the elements of the educational institution to enable graduates to meet job entry requirements and to find success in the working conditions of the occupational system," the study proceeds to a survey of current linkages in four geographically separated States (California, Florida, New Jersey, and Ohio).

A 23-page section on "Barriers and Proposals" considers such barriers as licensing and certification and proposes the establishment of a state-wide interagency task force regarding manpower demand and supply data.

The study points out that in addition to institutions examining their processes, the work sector must likewise also examine itself. With chronic underemployment a likely possibility, increasing numbers of persons could be employed in barely tolerable situations, possibly creating an explosive era.

This report includes nine illustrative figures and seven charts as well as five appendixes, an extensive bibliography, and a glossary of terms used in the study.

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Subject:	Implementation (education and work linkages)
Title:	*Work in America: Report of a Special Task Force to the Secretary of H.E.W.*
Sponsor:	W. E. Upjohn Institute for Employment Research, Kalamazoo, MI
Number of Pages:	228
Availability:	MIT Press, Cambridge, MA, $12.50; also ED 070 738
Level:	Education and work transition
Populations:	All
Purpose:	This report focuses on the effect of contemporary problems related to "work" upon the quality of life in the United States. This special report follows an extensive review of literature on work in contemporary America, and includes specific scholarly papers and interviews with workers.
Contents:	The report initially analyzes the functions of work in an individual's life and its contributions to self-identity, self-esteem, and economic self-support. Work, defined as "an activity that produces something of value for other

people," is considered in its social and individual dimensions: functions, attitude changes, and sources of dissatisfaction. Based on this understanding of the concept, the report focuses on problems of American workers. The report describes the problems of both blue and white collar workers, managerial discontent, work ethics challenges, and the very evident discontent of the minorities, women, and a new group, the retired. The report also considers physical and mental health as integral parts of the work syndrome.

If these problems which contribute to the alienation of workers are understood and the need to correct them realized, there must be a redesign of the job picture in our country. Redesign of the job market is looked at through possible reforms and innovations, analysis of obstacles, and the role of the unions and the Federal government. One serious issue in the relationship between work and education is the constant need for job retraining and education for upgrading in positions. The text includes a section of case studies which relate to the problems discussed in the report.

The report concludes that the Federal government must produce work strategies allowing full employment and improving manpower training programs. It also states that the capital needed for redesign of the job market can be obtained by lowering the waste of unemployment and increasing worker productivity. The essential first step in this process is the commitment of policy makers in business, labor, and government to the improvement of the quality of working life.

45

Subject:	Implementation (education and work linkages)
Editors:	Darcy, Robert L.; Powell, Phillip E.
Title:	*Manpower and Economic Education: A Personal and Social Approach to Career Education* [and *Teachers Manual*]
Date:	1973
Number of Pages:	380 [and 77]
Availability:	Love Publishing Co., Denver, CO, $9.32 cloth, $6.65 paper
Level:	Education and work transition
Populations:	All
Purpose:	This revision of an earlier publication centers around six basic themes of world-of-work economic education. Cosponsored by the Joint Council on Economic Education and the U.S. Office of Education (USOE), *Manpower and Economic Education* provides a text useful for senior high school, college, or adult education levels of instruction.

Contents: With the subtitle "A Personal and Social Approach to Career Education," the six basic themes of the book include "The Individual and Nature of Work"; "The Economic World: An Important Part of our Social Environment"; "The Manpower Market"; "Career Opportunities in the American Economy, Rational Decision-Making"; "Values and Career Planning"; and "Technology, Skills, and Investment in Education."

Individual lesson plans under each of the main headings bear such titles as "The Business of America is Business," "Work: Test Site of Human Relations," and "There is No Such Thing as a Free Lunch."

Beginning with the descriptive ladder of "job" as work in a particular place, "occupation" as a grouping of similar work activities, and "career" as a specified lifetime work pattern, the 72 lesson plans move through a diversity of subjects. The writers touch on the realities of job dissatisfactions, social and political implications of jobs, and the necessity for transferable skills with special emphasis on communication, computation, manual dexterity, and group organization. They further identify each individual's economic roles as those of consumer, worker, and citizen.

Each lesson carries a beginning abstract, a descriptive text development, and a summary paragraph or "Lesson in Brief." The text contains charts, illustrations, and 34 illustrative case studies listed by units.

Comment: While not designed as a self-study course, the reinforcement structure of each lesson plan frees the instructor for supplementary activities. The book contains an index and a citation reference section.

46

Subject: Implementation (education and work linkages)

Authors: Kimbrell, Grady; Vineyard, Ben S.

Title: *Individualized Related Instruction for Entering the World of Work*

Date: 1974

Number of Pages: 128

Availability: McKnight Publishing Company, Bloomington, IL, $2.64

Level: Education and work transition

Populations: All

Purpose: This is a field-tested manual for students participating in work-experience education programs who do not have the opportunity to meet in groups for extended periods of time. It contains material that can be utilized separately or as a unit, depending upon the student and career preferences in relation to the student's work experience.

Contents: The material discusses the individual's lifestyle and work, the exploration of careers through part-time jobs, job applications, employer-employee and co-worker relationships, job progress, and a self-inventory.

In the section on exploring careers through part-time jobs, the text includes ways to look upon and understand the part-time job and how to analyze the qualifications and interests of an individual in relationship to it. The activity section emphasizes where to look for such jobs, including a questionnaire on locating part-time positions. A quiz at the end of the section reinforces the material. Such quizzes end each chapter.

Comment: For students engaged in programs requiring them to work part time and thus miss some of the group activities of usual classroom procedures, this is a valuable resource. It requires proper use by the teacher or counselor assisting the student.

47

Subject: Implementation (education and work linkages)

Authors: Smith, James B.; Callahan, W. Thomas

Title: *Coordination and Integration of Military Education with National Career Education: Phase 2. Final Report. Technical Report #890*

Organization: Operations Research, Inc., Silver Spring, MD

Date: February 19, 1974

Sponsor: Personnel and Training Research Programs Office, Offices of Naval Research, Arlington, VA

Number of Pages: 225

Availability: ED 105 250

Level: Education and work transition

Population: Military personnel

Purpose: This lengthy, highly technical report fits military work, training, and education into the larger frame of reference of an individual's overall career development.

Contents: Due to the advent of the volunteer services commitment, this study examines the relationship between military and civilian education, training, and careers. The study attends to this relationship in order to show prospective military enlistees and those currently enlisted the possibilities before them due to military training and the subsequent civilian employment possibilities.

Examples demonstrate the continuity of selected military occupations with significant comparable civilian opportunities. The study examines military career ladders, comparing one specific career from each of the four branches of service, and compares them with similar civilian career ladders.

The findings indicate that comparisons are valid and that a definite degree of career continuity exists. The gaps between the two can be narrowed as military personnel utilize their service-supported education.

Comment: The findings of this study have definite value for high-level policymakers, planners, career guidance counselors, teachers, and personnel recruiters.

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Subject: Implementation (education and work linkages)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Author: Meredith, Leona H.
Title: *Occupational Essentials: Skills and Attitudes for Employment. Instructor's Guide and Lesson Plans*
Date: 1971
Number of Pages: 107
Availability: Vocational Education Division, H. C. Johnson Press, Inc., Rockford, IL, $4.50
Level: Education and work transition of adults
Populations: Unemployed and underemployed

B

Author: Richter, David J.
Title: *Occupational Essentials: Skills and Attitudes for Employment*
Date: 1972
Number of Pages: 198
Availability: Vocational Education Division, H. C. Johnson Press, Inc., Rockford, IL, $4.50
Level: Education and work transition of adults
Populations: Unemployed and underemployed

A–B

Purpose: These course outlines, directed primarily to a population of General Educational Development Test candidates, adults in correctional institutions, manpower training programs, and Job Corps programs, should also be useful in developing job orientation procedures in secondary education programs.

According to the program's designers, the trainee or student should have at least a fourth-grade reading ability, and should be expecting to seek employment soon after completing the course. Trainees who have had no work experience can benefit from the program as much as those who have had an unlimited amount.

Contents: The *Instructor's Guide and Lesson Plans* provides explicit directions for implementing instruction leading to acquiring the six basic "how-to" skills for seeking employment, identified as follows: match talents and interests with jobs, locate job openings, effectively secure and succeed on the job, advance on the job, and properly resign. Upon completion of the course, the trainee will have an assortment of self-developed materials suitable for job seeking.

The *Occupational Essentials: Skills and Attitudes for Employment* text-workbook chapters coordinate directly with the divisions of the *Instructor's Guide*, which includes a list of suggested films and filmstrips. The text-workbook also includes suggested readings and a list of references.

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Subject:	Implementation (education and work linkages)
Authors:	Cook, Joyce; Stenning, Dale; Tiedeman, David V.
Title:	*Educating for the Integration of Occupational Clusters into Careers*
Organization:	ERIC Clearinghouse in Career Education, Northern Illinois University, DeKalb, IL
Date:	1975
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	110
Availability:	ERIC Clearinghouse in Career Education, DeKalb, IL, $4.50; also ED 113 436
Levels:	Grades K-14
Populations:	All

Purpose: The survey facilitates incorporation of the 15 U.S. Office of Education (USOE) occupational clusters into career education programs. It aims to synthesize literature using the standard awareness-exploration-preparation model of career education.

Contents: The report traces events leading to the derivation and implementation of occupational clusters as a means to career education ends. It describes the 15 occupational clusters finally identified by the USOE in terms of their hierarchial and upward-sideward mobility characteristics. It also explains development through tasks, jobs, occupations, and clusters.

Under such headings as "Program Development" and "Inserting Occupational Clusters into Career Education," the report lists many resources of the ERIC system. It describes materials for use at elementary and middle school levels and stresses further individualization at the secondary level.

In dealing with occupational preparation, the survey lists ERIC cluster curriculum materials arranged by categories with each having a description and an availability chart. The report also touches on postsecondary education, facilities, and the need for specially conditioned professionals. The survey cites the 1975 USOE policy of priority funding for projects in vocational education which emphasize implementation of occupational clusters.

The document includes a lengthy list of references available through *Resources in Education, Current Index to Journals in Education,* or *Abstracts of Instructional and Research Materials in Vocational and Technical Education.* One appendix gives specifics on the stage of development of 11 occupational cluster curriculum projects.

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Subject:	Implementation (education and work linkages)
Author:	Frantz, Nevin R., Jr.
Title:	*Career Cluster Concepts*
Organization:	Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date:	1973
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	41
Availability:	ED 079 470
Levels:	Grades K-14
Populations:	All
Purpose:	Local schools are provided with information about occupational clusters, and strategies are suggested for locally implementing a career cluster concept approach. In using an approach based on valid research, the paper emphasizes the need for local programs to modify techniques and procedures to fit their specific needs.
Contents:	Frantz notes the necessity for program planners to recognize general societal needs. Lending credence to this position is Frantz' identification of four needs: 1) to adapt

easily to socioeconomic conditions and changes, 2) to plan for individual geographic mobility, 3) to provide individuals with occupational versatility, and 4) to provide students with greater flexibility in occupational choice patterns.

Comment:	The emphasis on the need for local adaptation renders this source valuable. Frantz further points out that the schedules usually held to by schools tend to impede the implementation of the career cluster approach.

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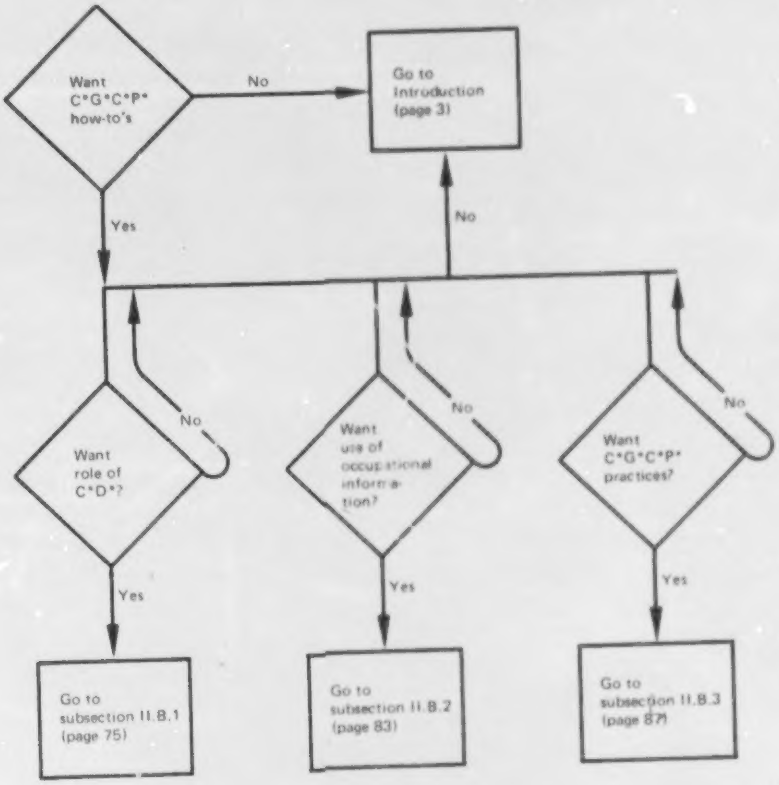
Subject:	Implementation (education and work linkages)
Authors:	Vestal, Theodore M.; Baker, Neal A.
Title:	*An Analysis of Fifteen Occupational Clusters Identified by the United States Office of Education*
Organization:	Grayson County College, Dennison, TX
Date:	1972
Number of Pages:	417
Availability:	ED 067 474
Levels:	Grades K-12
Populations:	All
Purpose:	Produced to fill a need for description and definition of the 15 occupational clusters identified by the USOE, this series of pamphlets provides a detailed examination of each cluster and its related job families. The cluster descriptions were planned for use in a project which encompassed 13 public school districts, 1 private school, and 1 public junior college.
Contents:	In addition to coverage for K-12, the comprehensive plan involved placement and followup for students, out-of-school youth, and adults. The directors utilized 15 academicians and practitioners as consultants in analyzing and describing the job clusters. The document includes profiles of each of these resource persons. Each occupational cluster description prepared as a separate pamphlet includes an introduction to the cluster topic, a methodology statement, and an occupational areas chart. Source references follow the methodology descriptions. Cluster descriptions are drawn from the *Dictionary of Occupational Titles* (DOT) as identified by the U.S. Department of Labor. In addition, the general introduction to the document carries an explanation of DOT codes. With the cluster descriptions arranged alphabetically (the document has no index), each general classification chart leads in turn to job family narratives.

II.B: Career Guidance, Counseling, and Placement in Career Education

Among the material on factors in the implementation of career education, subsection II.B describes how-to material on career guidance, counseling, and placement.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want C*G*C*P* how-to's
No
Go to Introduction (page 3)
Yes
No
No
No
No
Want role of C*D*?
Want use of occupational information?
Want C*G*C*P* practices?
Yes
Yes
Yes
Go to subsection II.B.1 (page 75)
Go to subsection II.B.2 (page 83)
Go to subsection II.B.3 (page 87)

II.B.1: Role of Career Development

The titles included in subsection II.B.1 (role of career development) are:

Budke. *Review and Synthesis of Information on Occupational Exploration.*
Dunphy. *Career Development for the College Student.*
Hansen; Gysbers. *Special Issue, Personnel and Guidance Journal.*
Herr. *Vocational Guidance and Human Development.*
Herr; Cramer. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.*
Tolbert. *Counseling for Career Development.*
Walz. "Advancing Human Services," *Impact.*
Walz; Smith; Benjamin. *A Comprehensive View of Career Development.*

The essential purpose of career education is to make career development possible. This purpose runs deeply in the literature on career counseling, guidance, and placement programs.

Herr and Walz, Smith, and Benjamin offer comprehensive treatment of career development of particular relevance to career guidance. Tolbert's book deals specifically with counseling for career development. Hansen and Gysbers, Herr and Cramer, and Walz deal more generally with programs, models, and/or systems by which the goals of career guidance can be achieved over extended periods of time. Dunphy particularly deals with career development of the college student. Budke reviews and synthesizes information of particular relevance to occupational exploration.

Subsection I.A also includes career development materials. See also entry 64 in subsection II.B.3.

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Subject:	Career guidance (role of career development)
Author:	Budke, Wesley Eugene
Title:	*Review and Synthesis of Information on Occupational Exploration*
Organization:	Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date:	April 1971
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	90
Availability:	ED 056 165
Levels:	Grades K-12
Populations:	All
Purpose:	Budke presents a review and synthesis of the most significant research and information available concerning occupational exploration, K-12. ERIC is used as the primary source of material.
Contents:	A brief discussion clarifies the terminology in the field. The paper includes a through presentation of background to the research, i.e., history and development, legislation, theories of career development, a rationale for occupational exploration, and vocational guidance. Using this as background, a section on occupational exploration at all grade levels follows. This section includes research and development examples, projects, and a discussion of the comprehensive approach to the topic. Exempiary programs offer up-to-date examples of what is being done in the field. An evaluation of occupational exploration programs discusses models pertinent to such evaluations. The author concludes that the research relating to occupational exploration programs is rather limited while research relating to vocational guidance and development

is much more plentiful. Drawing upon the literature review, the paper lists conclusions, recommendations, unresolved questions, and recommendations for further study.

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Subject: Career guidance (role of career development)
Editor: Dunphy, Philip W.
Title: *Career Development for the College Student*
Date: 1973
Number of Pages: 128
Availability: Carroll Press, Cranston, RI, $3.75
Level: College
Populations: All

Purpose: In a functional, condensed work, the editor attempts to reconcile previous theories into a currently applicable theory of career planning and development. The editor says to the college student: learn who you are, where you are, what you want in life and why, what career fields may help you to find your value goals, and what you must learn to enter and progress.

Contents: The book treats the question of career theory with chapters on the changing world of work and the anatomy of a career decision. Areas of opportunity, occupational regulation, and graduate study are included in sections discussing the total occupational structure. Techniques for implementation include the on-campus recruiting situation, the relationship of the individual to the employment market, the use of basic tools such as the resume and letters, the interview, and the question of career adjustment and development. Factors of job satisfaction, tests and testing, and salary information make up the appendixes.

Comment: This is a very useful book for those working with college students, particularly in today's job market.

54

Subject: Career guidance (role of career development)
Editors: Hansen, Lorraine Sundal; Gysbers, Norman C.
Title: "Career Development and Guidance Education," Special Issue of *Personnel and Guidance Journal*
Date: May 1975
Number of Pages: 95
Availability: American Personnel and Guidance Association, Washington, DC

Levels: All

Populations: All

Purpose: With Lorraine Sundal Hansen and Norman C. Gysbers as guest coeditors, this special issue of the *Personnel and Guidance Journal* considers career education from the approach of career guidance and development.

Contents: Each table of contents entry briefly summarizes the indicated article and points out such specific approaches as adult programs featuring special services for women and career guidance carried on in agency settings.

The issue features four main sections devoted to conceptual models; illustrative developmental programs; methods, strategies, and competencies for implementation; and the interface with new thrusts in education. The 13 articles included in these sections range from "how-to" approaches used in liberal arts and two-year community colleges to a review of theories of self-direction. A list of references follows each major presentation.

In addition to the major presentations and the introduction by the guest editors, the issue includes nine one-page editorial statements interspersed among the other materials. Representing fields such as industry, government, and labor as well as education, these editorials provide a wide variety of viewpoints on subjects related to career education.

55

Subject: Career guidance (role of career development)

Editor: Herr, Edwin L.

Title: *Vocational Guidance and Human Development*

Date: 1974

Number of Pages: 596

Availability: Houghton Mifflin, Boston, MA, $10.95

Levels: All

Populations: All

Purpose: Sponsored by the National Vocational Guidance Association, this compilation follows *Man in a World of Work* (Borow, 1964) as the second in a decennial series designed to report new knowledge and practices in the area of human growth and development.

Contents: The document includes sections entitled "Perspectives on Vocational Guidance," "The Human Environment," "Concepts of Career Development," "The Professional World of Vocational Guidance," and the "Future of Vocational Guidance."

In each of these five sections, a representative group of professionals presents extended individual statements, each on a single facet of the current trends in vocational guidance as it pertains to the social order, political system, and economic structure. An overview statement precedes each of the major divisions which are then followed by annotations, suggested readings, and a bibliography.

Herr, along with Henry Borow, and Donald Super first provide perspective on the status of domestic vocational guidance in relationship to similar activities in Europe and Asia. Following sections describe contemporary human environmental factors such as urbanization and changing family structure as they affect individual choice. Essayists for this section include Kaoru Yamamoto, Robert L. Darcy, Donald A. Hansen, Walter S. Neff, Robert Lathrop, and Eleanore Braun Luckey. Carroll H. Miller, Jean Pierre Jordaan, and John O. Crites examine the current state of concepts of career education. Dale J. Prediger, Bruce W. Bergland, Anna L. Miller and David V. Tiedeman, and Stanley H. Cramer assess the resulting implications for career development and vocational practices. Kenneth B. Hoyt considers professional preparation for vocational guidance.

Some statements deal with the subject matter at hand as it relates especially to women (Esther H. Matthews), the disadvantaged and minority populations (Edmund W. Gordon), and the handicapped (David B. Hershenson). Seymour Wolfbein and Herr close the study with a projection for the future of vocational guidance, especially as it pertains to the world community. The book contains a combined subject and name index and a biographical "About the Authors" section.

56

Subject:	Career guidance (role of career development)
Authors:	Herr, Edwin L.; Cramer, Stanley H.
Title:	*Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*
Date:	1972
Number of Pages:	356
Availability:	Houghton Mifflin, Boston, MA, $10.95
Levels:	Grades K-12
Populations:	All
Purpose:	In this book, all facets of the vocational guidance field are considered. Herr and Cramer attempt to develop a position statement about the potential significance of vocational guidance within the educational context as well as a survey of the approaches to, and elements of, vocational guidance.

Contents:

Through a systems approach, the authors examine vocational guidance in relationship to the entire educational system, which is a part of the "system" we all live in. They regard vocational guidance as the system, vocational development as the objective, and the school's resources as the variables and procedures. They view the systems approach to meeting individual and social needs through vocational guidance as having humanizing ends.

Herr and Cramer discuss the history of vocational guidance, complemented by an analysis of the American occupational structure and of the consumers of guidance. The authors formulate objectives for vocational guidance and then apply them to the elementary, junior, and senior high school levels. Special target populations (e.g., handicapped) are included in these discussions.

A treatment of assessment and evaluation, cooperative efforts, and the question of bringing about change in the schools ends this book.

Comment:

This work offers good material that should be thoroughly examined in any effort to set up the guidance procedures for a career education program.

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Subject:	Career guidance (role of career development)
Author:	Tolbert, E. L.
Title:	*Counseling for Career Development*
Date:	1974
Number of Pages:	340
Availability:	Houghton Miffln, Boston, MA. $10.95
Levels:	All
Populations:	All

Purpose:

Tolbert's text, aimed at students of career development, discusses how the counselor can participate in and influence four new educational developments: career guidance, career education, accountability, and outreach.

Contents:

One of these changes, career education, is woven into the fabric of the entire book. The initial section backgrounds the need for career development counseling and includes a number of theories of career development, the significant factors of which are then elaborated upon. The second section is devoted to a survey of national career information sources and to the establishing of local career information sources.

The heart of the book deals with the roles of both individual and group counseling in decisionmaking, and with the school guidance program. A chapter on individual counseling discusses the counselor's role, the counselor's helping relationship, and principles of decisionmaking as the background for a decisionmaking approach to helping students. Tolbert stresses the need for career counseling for special groups, including women. He presents his DECIDE model for decisionmaking, which begins with the need to decide and ends with evaluating the decision.

The author maintains that group counseling methods and decisionmaking concepts can be combined in a model for group career counseling. Such a model is described and illustrated in the chapter on group counseling.

Tolbert writes about the counselor's role as a member of a team whose focus is helping students, and discusses varied group guidance approaches to facilitate career development. He stresses that the counselor's major impact on career development and guidance will be felt through the curriculum.

A chapter deals with the use of support personnel in an expanded guidance program. Another chapter, on placement counseling, concludes, after a discussion of the pros and cons, that job placement is a responsibility of the school. Feedback and followup with those who have been placed is recommended to aid in evaluation and accounting. The text stresses the need for support personnel to include these items in guidance services.

Tolbert concludes with a chapter on evaluation for accountability. He stresses the significance of followup data for evaluating and improving the guidance services in the age of accountability.

Comment: The text emphasizes practical applications based on theory and research, and presents illustrative cases and programs. It includes an extensive bibliography.

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Subject: Career guidance (role of career development)

Editor: Walz, Garry R.

Title: "Advancing Human Services," *Impact,* vol. 3, nos. 3-4

Organization: ERIC Clearinghouse in Counseling and Personnel Services, University of Michigan, Ann Arbor, MI

Date: 1975

Number of Pages: 108

Levels: All

Populations: All

Purpose: *Impact* was published by the Educational Resources Information Center Clearinghouse on Counseling and Personnel Services (ERIC/CAPS). Editor Garry R. Walz describes the issue's purpose as that of presenting a "strong and careful look at some of the important ideas, concerns, and issues facing career development today."

Contents:	Beginning with a strong skeletal structure of major articles emanating from several national conferences and workshops, this double issue of *Impact* has a veritable potpourri of quotations, excerpts, letters, capsule research findings, drawings, and photographs interspersed among the conventional treatments of career development. Many of the 15 major presentations in this issue first appeared either at the 1974 National Conference on Programs in Career Guidance, Counseling, and Placement in St. Louis, Missouri, or at other recent state and national conferences. Discussion topics range from model programs through occupational choices for women and placement of students. The contributors touch on such subjects as career centers for students, needs of special populations, staff development programs, and utilization of out-of-school resources. The issue also includes a verbatim account of a panel discussion concerning the general image for guidance held in conjunction with the national conference in St. Louis. Walz provides general information on ERIC in his article on resources and materials.
Comment:	A profusion of photographs, soft pencil drawings, cartoons, and engravings enhance the popular format of the publication. The issue concludes with a listing of exemplary career sources available from the ERIC Document Reproduction Service, a "bazaar" of career education sources, and a reference bibliography for each major article in the publication.

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Subject:	Career guidance (role of career development)
Authors:	Waltz, Garry R.; Smith, Robert L.; Benjamin, Libby
Title:	*A Comprehensive View of Career Development*
Date:	1974
Number of Pages:	103
Availability:	American Personnel and Guidance Association, Washington, DC, $6.00
Levels:	All
Populations:	All
Purpose:	Eight statements on career guidance and development are featured in this monograph. They were originally presented at a 1973 workshop sponsored jointly by the American Personnel and Guidance Association, *Impact* magazine, and the ERIC Counseling and Personnel Services Center in Ann Arbor, Michigan.

Contents:	Topics range from Hansen's explications and methods of evaluation for guidance-based career education programs to Walz' survey of futuristic concepts with an accompanying seven-point Bill of Futuristics. Other treatments include Wolfbein's suggested use of concrete questions to test a program's adaptability to change, Gysbers' examination of guidance activities in terms of personal outcomes, and Waters' analysis of special aspects of career guidance for women. Centering around a theme of systems and technology, Walz and Benjamin describe in detail aspects of the integrative Life Career Development System (LCDS), while Super presents a clear demonstration of the potential of computer technology in career guidance. In considering the assessment of career guidance outcomes, Bingham stresses that accountability systems must be geared for positive improvement as opposed to negative criticism. The monograph includes reference lists and illustrative tables and charts.

II.B.2: Use of Occupational Information

The titles included in subsection II.B.2 (use of occupational information) are:

Chick. *Innovations in the Use of Career Information.*
Martin. *The Theory and Practice of Communicating Educational and Vocational Information*
Sinick. *Occupational Information and Guidance.*

Increasing students' knowledge about occupations is a fundamental goal of career guidance in career education. Today, this topic is largely treated by simultaneously considering the person involved and the facts you want her/him to have. Chick, Martin, and Sinick all approach the presentation of occupational information from the viewpoint of mediation of facts by persons.

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Subject:	Career guidance (occupational information)
Author:	Chick, Joyce M.
Title:	*Innovations in the Use of Career Information*
Date:	1970
Number of Pages:	63
Availability:	Houghton Mifflin, Boston, MA, $1.60
Levels:	All
Populations:	All
Purpose:	The conceptual framework of this book focuses on and gives direction to the counselor's consideration of values to be derived from innovations in the use of career materials.

Counselors are urged to consider the changes and innovations that offer the most promise of assisting them to more efficiently and effectively meet the needs of youth and enabling them to better carry out their commitments as professional counselors.

Contents: The author views two particular considerations as of prime importance in the use of career materials. The first is the counselor's knowledge of the characteristics of the present-day occupational world as well as the characteristics of occupational materials. The second encompasses knowledge of the vocational decisionmaking process.

In this framework, the counselor should be aware of the changes in the occupational structure brought about by technology, automation, computer science, and the myriad of advances that affect the job market and career patterns.

The text discusses the vocational theories of Ginzberg, Super, and Tiedeman. This section includes the postulation that vocational decisionmaking is a developmental process in which consequences of prior decisions influence later decisions in the maturation and growth process.

The text also discusses effective use of new media methods, highlighting computer technology as the current primary media for use in presenting career information. This section then examines systems such as the Information System for Vocational Decision (ISVD) in association with the New England Education Data Systems (NEEDS). ISVD had as its major objective the implementation of the vocational decisionmaking process through computer technology. ISVD enabled students to relate knowledge about themselves to knowledge gained about education, training and work. The source contains a thorough explanation of the ISVD system.

Career information systems still in use are also examined: Educational and Career Exporations System (ECES), Computerized Vocational Information System (CVIS), System for Interactive Guidance and Information (SIGI), Computer-Assisted Career Exploration (CACE), and others.

An extensive listing of pros and cons on the use of computers for career information and decisionmaking offers insights into possible future developments in the field. Innovations through simulation and game techniques, utilization of career information and resource centers (Project VIEW), and use of television and taping procedures complete the author's presentation of media that are helpful in the career information presentation and decisionmaking processes.

61

Subject: Career guidance (occupational information)
Author: Martin, Ann M.

Title: *The Theory and Practice of Communicating Educational and Vocational Information*

Date: 1971

Number of Pages: 80

Availability: Houghton Mifflin, Boston, MA, $1.80

Levels: All

Populations: All

Purpose: The author considers the changing character of contemporary education and looks for new patterns significant to the development and use of new guidance media and techniques. However, Martin's main concern is that the humanistic approach to growth, development, and change in the individual is not forgotten in this search.

Contents: The new goals of education, which are emerging from contemporary change, focus upon designing a total instructional program that is responsive to the predicament of the individual student in today's society. In this framework, the student and the practitioner of counseling and guidance should each be provided an opportunity—in the humanistic framework—to learn to analyze and interpret data in terms of intrinsic values and concepts meaningful to the student.

If these opportunities are provided, then the educational outcomes of guidance may be evaluated in terms of the student's awareness of values, aspirations, and expectations with respect to self, education, and work. This exposure to a developmental guidance sequence of materials and activities will therefore facilitate the student's knowledge of problemsolving skills in applying information relative to self, education, and work in personal vocational planning and choice.

When these opportunities for meaningful interpretation of data are included in designing and using guidance curriculum and media development in systems design, the counselor can guide the student to understand his or her affective behavior and then to build cognitive skills and use them in vocational planning and goal setting.

Ultimately, the new information devices and methods affecting change will assist the counselor in communicating with youth. The focus then becomes one in which the counselor knows how to help youths develop understandings by which to manage their own lives. Sequentially, this process for the counselor is: 1) the development of an objective and empirical manner and a valid set of perceptual understandings of what children and young people are like individually and in their group settings, 2) the examining of the theory upon which the design of the individual information program and practice is based, 3) the specification of the kinds of outcomes/changes the system is designed to bring about and the techniques required to do this, and 4) the identification of a pool of methods, materials, and techniques that will assist in the implementation of the communication of information.

Comment: This is a scholarly work, valuable for its humanistic approach to individual vocational growth and development.

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Subject: Career guidance (occupational information)
Author: Sinick, Daniel
Title: *Occupational Information and Guidance*
Date: 1970
Number of Pages: 80
Availability: Houghton Mifflin, Boston, MA, $1.60
Levels: All
Populations: All

Purpose: With the controlling theme of the guidance worker's responsibility in vocational planning and job placement, the author reviews definitions and distinctions in the guidance field, especially as they relate to the world of work.

Contents: In considering the function of occupational information in guidance programs and the conditions under which it should be used, Sinick discusses such subjects as preparation for occupations and development of the work personality.

Among sources of occupational information, the author gives special emphasis to the *Dictionary of Occupational Titles* (DOT) and its supplements published by the U.S. Department of Labor. In a detailed and useful interpretation of their potential, the author illustrates how "nuggets" of information helpful to a client can be obtained from these documents.

In the area of development of satisfactory work personalities, the author explains his purpose as that of assisting the prospective employee to develop an understanding of acceptable attitudes and behavior.

In discussing ways to prepare for occupations, the author touches on the plan of "Jobs, Education, and Training" (JET), which reverses the traditional education sequence.

Comment: This book, written in an engagingly informal style, should be useful to both experienced guidance practitioners and beginning students. Throughout the monograph, the author stresses allusions to vocational planning in the matters of phases and transitions. He also cites many supplementary references appearing throughout the study. The document includes a subject index and a seven-page bibliography.

II.B.3: Guidance, Counseling, and Placement Practices

The titles included in subsection II.B.3 (guidance, counseling, and placement practices) are:

Amos; Grambs. *Counseling the Disadvantaged Youth.*
Borow. *Career Guidance for a New Age.*
Buckingham; Lee. *Placement and Follow-Up in Career Education.*
Campbell; Vetter. *Career Guidance: An Overview of Alternative Approaches.*
Campbell; Walz; Miller; Kriger. *Career Guidance: A Handbook of Methods.*
Ginzberg. *Career Guidance: Who Needs It, Who Provides It, Who Can Improve It.*
Hansen. *Career Guidance Practices in School and Community.*
Healy. *Career Counseling in the Community College.*
Loughary; Ripley; Moore. *Teacher's Manual and Handbook. Career Survival Skills: Focus on Affective Career Education.*
The Role of Counseling and Guidance in a Comprehensive Career Education Delivery System: An Exploratory Study.
Willingham; Ferrin; Begle. *Career Guidance in Secondary Education.*

Career education has been a strong impetus for the development of career guidance, counseling, and placement practices which are described in some detail in the material of this subsection. Ginzberg offers a strong case for limiting guidance work in education to career guidance. *The Role of Counseling and Guidance* studies this possibility. Willingham, Ferrin, and Begle offer an extensive survey of career guidance practices in secondary schools. Campbell, Walz, Miller, and Kriger offer a handbook of career guidance methods while Campbell and Vetter, and Hansen offer material on alternatives and practices. Loughary, Ripley, and Moore focus on affective career education as necessary in career survival instruction while Borow offers a collection of future-oriented essays on career guidance. Buckingham offers a comprehensive survey of placement and followup in career education as well as describing many practices for both. The work by Amos and Grambs and the one by Healy offer additional information on career counseling under special conditions—Amos and Grambs in the case of disadvantaged youth, Healy in that of the community college.

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Subject:	Career guidance (counseling and placement practices)
Editors:	Amos, William E.; Grambs, Jean D.
Title:	*Counseling the Disadvantaged Youth*
Date:	1968
Number of Pages:	438
Availability:	Prentice-Hall, Englewood Cliffs, NJ, $9.50
Level:	Youth
Population:	Disadvantaged
Purpose:	The purpose of this publication is to provide a thorough resource for those counseling disadvantaged youth and those responsibile for training their counselors.

Contents: An introductory chapter presents the primary issues facing counselors of the disadvantaged and then, through a question and answer approach, presents the issues to be discussed in the remainder of the book.

In discussing the disadvantaged youth, particular attention is given to describing contemporary practices in counseling and programs aimed at the group. Methods for providing much needed vocational information and sources of this information are given. A discussion on the nature of disadvantaged youth and a chapter on the appraisal (testing) of the group under discussion clarify terminology and aid understanding.

Group work with the disadvantaged, their mental health, and their language difficulties are thoroughly discussed. Of particular interest are the chapters on counseling the disadvantaged boy and girl. Each chapter carefully treats the differences and the resultant problems and then offers a variety of methods and procedures for counseling these young people. The text also considers the problems of the dropout as a segment of the disadvantaged population.

Three chapters—employment opportunities, training opportunities, and presenting educational occupational information—offer an exceptional amount of practical information for counselors engaged in working with the disadvantaged. These chapters include specific programs, suggestions for program implementation, and methods for presenting this information.

The text concludes with a discussion of the role of the nonprofessional (noncounselor) in programs and a review of the research on working with the disadvantaged.

Comment: Two appendixes—sources of occupational information and case discussions—are well worth perusing.

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Subject: Career guidance (counseling and placement practices)
Editor: Borow, Henry
Title: *Career Guidance for a New Age*
Date: 1973
Number of Pages: 348
Availability: Houghton Mifflin, Boston, MA. $9.95
Levels: All
Populations: All

Purpose: This collection of commissioned essays, which appeared on the 60th anniversary of the National Vocational Guidance Association, explores the dramatic relationship that exists between the individual's career needs and the society's economic, social, and political demands. As these demands upon the individual increase, the concomitant demands upon the counselor expand in relation to the increasing complexity of the adjustment process of the individual. With this in mind, the formal training received by counseling and guidance personnel must be improved, and career development and career education components in career and counseling education programs must be strengthened.

Contents: This source represents the current thinking of leading authorities on this problem. The first three chapters present an historical perspective on work and vocational guidance, the social change and future of vocational guidance, and the nature of the field itself. Contributors Miller, Blocker, and Katz, who are recognized authorities, analyze the contemporary situation quite well.

Two chapters—on work and its meaning in our affluent age, and on work and the productive personality—offer valuable insights into contemporary thinking regarding our society and its values and their influence on individual development.

Recent significant developments in guidance and counseling are thoroughly reviewed in a balanced and comprehensive fashion, and the current status and implications for the future offer material for consideration (Super, Borow, and Wrenn).

Comment: This is an excellent source and one that reflects the current situation within the National Vocational Guidance Association.

65

Subject: Career guidance (counseling and placement practices)
Authors: Buckingham, Lillian; Lee, Arthur M.
Title: *Placement and Follow-Up in Career Education*
Organization: Center for Occupational Education, North Carolina State University, Raleigh, NC
Date: 1973
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 39
Levels: Secondary and postsecondary education
Populations: All

Purpose: The purpose of the document is to present a model for career placement and followup that is directly related to a total career education program.

Contents: The model requires involvement of the professional staff of a school district, students, parents, and the community for its development. A rationale and description of the suggested program provide an adequate basis.

Emphasis is placed on the timing of such activities that are germane to a placement and followup program as part of the total career education structure. A sequence for implementation of such activities is given.

Comment: This monograph, a part of the Center for Occupational Education series, is a source of concise information, easily comprehended, and well written.

Cross Reference: Another monograph in this series is described in entry 33.

66

Subject:	Career guidance (counseling and placement practices)
Authors:	Campbell, Robert E.; Vetter, Louise
Title:	*Career Guidance: An Overview of Alternative Approaches*
Organization:	Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date:	August 1971
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	21
Availability:	ED 057 183
Populations:	All
Levels:	All

Purpose: Intended for practitioners interested in reviewing and studying the key concepts related to career development and planning, this source is to be utilized as a ready reference.

Contents: The alternative approaches reviewed are occupational exploration, the development of the K-14 approach, systems approaches, and computer-assisted programs. Examples of specific ongoing programs are included to give a better insight into alternative approaches.

The study recommends an extrapolation of the current available options in career development and planning and the study of possible future alternative approaches. A complete bibliography is included.

67

Subject:	Career guidance (counseling and placement practices)
Authors:	Campbell, Robert E.; Walz, Garry R.; Miller, Juliet V.; Kriger, Sara F.
Title:	*Career Guidance: A Handbook of Methods*

Date: 1973

Number of Pages: 421

Availability: Charles E. Merrill Publishing Co., Columbus, OH, $12.50

Levels: Grades K-12

Populations: All

Purpose: This handbook of career guidance methods offers practical information for schools and employment centers in a clearly written and accessible form.

Contents: The use of the handbook is guided by three strategies: 1) getting a broad overview of the existing programs and practices, 2) gaining specific information about certain types of student group or particular career guidance methods, and 3) gaining direct assistance in developing career guidance programs and practices.

In order to facilitate implementation of these strategies, the handbook: 1) describes important and potentially useful methods applicable to career guidance that are currently in practice or in the experimental/developmental stage; 2) organizes these methods according to selected criteria, e.g., type of student population for whom methods are intended, educational level, and nature of methods; 3) provides a conceptual framework for the selection of methods appropriate to specific guidance goals with specific student populations; 4) presents a number of distinct guidance approaches and provides information about the specific steps needed to design applications of the approaches for a particular guidance setting; 5) provides models and procedural guidelines for developing a total career guidance program; and 6) identifies gaps and discrepancies in career guidance methods and generates potentially useful methods when possible.

A compendium of career guidance methods includes abstracts (from ERIC), presenting information about specific programs.

Comment: As a source that offers excellent information in a well-organized manner, this handbook is of great value to guidance counselors, and, in fact, all career educators.

68

Subject: Career guidance (counseling and placement practices)

Author: Ginzberg, Eli

Title: *Career Guidance: Who Needs It, Who Provides It, Who Can Improve It*

Date: 1971

Number of Pages: 356

Availability: McGraw-Hill, New York, NY, $7.95

Levels: All

Populations: All

Purpose: The totality of career guidance is considered very thoroughly in this study. The term is defined as "a process of structured interventions aimed at helping individuals to take advantage of the educational training and occupational opportunities that are available." The philosophy, actions, and goals of guidance counseling are then examined.

Contents: The document is structured around the challenges facing guidance counseling and questions the standards of professionalism in the field. Margins and constraints are considered, particularly the relationship between life situations and the potential of guidance counselors to assist others.

The section on the institutional role of guidance counseling examines strategies used and contemporary logistics (e.g., recruiting, credentials, education and training, salaries, continued upgrading, etc.). The settings for counseling are considered (school, employment offices, rehabilitation agencies), and an unnamed suburban community and its counseling functions are examined with regard to the guidance counselor's roles. Personal assessment (tests and their use) is emphasized insofar as it facilitates the exploration of self in relation to external reality in order to assure effective career decisionmaking.

A consideration of the transition from the analysis of environmental and institutional elements to the future of career guidance and career decisionmaking is based on the relationship of career patterns to the individual's need for such decisions. Finally, a policy consideration looks to the advice given to advice-givers and to the public, with major recommendations for both.

Comment: This is a fundamental work on career guidance. It unquestionably offers insight into the role of career guidance counseling in our society and has a good deal of positive input for a career education program.

69

Subject: Career guidance (counseling and placement practices)

Author: Hansen, Lorraine Sundal

Title: *Career Guidance Practices in School and Community*

Organization: ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Ann Arbor, MI

Date: 1970

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 200
Availability: ED 037 595
Levels: Grades K-12
Populations: All

Purpose: Conceived as a practical and self-contained treatment of thinking about and practices in career guidance and planning, this monograph focuses on the needs of educators concerned about the vocational guidance of youth.

Contents: With no intent to be either evaluative or inclusive, Hansen selected materials on the basis of their practical, illustrative, relevant, innovative, and pertinent nature as related to current career development principles. The author describes adolescents' greatest need as a "conceptual map of the world of work," and demonstrates concern with the areas where counselors seem to feel the greatest lack.

The monograph is divided into six major sections Following a first chapter survey of trends or concepts in career development, the writer describes 14 developmental or sequential programs in widely distributed geographical areas. In addition, she considers the more common approach of programs within courses.

Subsequent chapters consider school-community projects and programs, utilization of technical information systems (with information defined as "reduction of uncertainty"), clarification of guidance–vocational education relationships, curricular techniques for meeting needs and challenges, and enriched preparation for counselors and teachers.

A general subject index of references follows the presentation together with chapter references.

70

Subject: Career guidance (counseling and placement practices)
Author: Healy, Charles
Title: *Career Counseling in the Community College*
Number of Pages: 140
Availability: Charles C Thomas, Springfield, IL, $7.95 cloth, $5.95 paper
Level: Community college
Populations: All

Purpose: It is the author's theory that replicable counseling is the best approach for the community college student. Replicable counseling focuses upon persons with comparable goals and obstacles. They are exposed to the same ideas in equivalent atmospheres in order to resolve the problems or questions that have been seen as targets for the counseling sessions.

In this theory of counseling, the focus on what is done by the counselor during the achievement of the client's goals is of the utmost importance. The goal of counseling is a purposeful relationship attained for achievement of the client's goals. The subgoals include the analysis of goals and the appraisal of the client's skills and experiences to ascertain what is to be done to achieve the primary goal. Healy cites the work of Bates and Sorenson.

Contents: In working toward the theory of replicable counseling, a variety of counseling approaches are discussed. These include Williamson's procedure designed to get the client to try out an education program and an occupational choice which has potential for success and satisfaction (trait factor vocational counseling). Another counseling approach discussed is that of Ryan, a reinforcement and simulation approach.

Healy then presents his own approach to replicable counseling, which includes 1) client identification of goals and assets, 2) recall and use of methods of learning about self and an occupation, 3) selection of tentative occupational direction, 4) identification of entryways to occupations and areas of interest, and 5) consideration of strategies for overcoming obstacles. This approach is particularly effective in group work.

The text considers Vocational Choice Case Study Counseling, which involves the use of test result data for interest, aptitudes, and achievement, followed by discussion; Effective Problem Solving (EPS), which involves a six- to eight-hour pen and pencil experience in choosing a major field of study and an occupation; and Katz' System for Interactive Guidance and Information, a procedure to determine the occupation compatible with client values.

The author suggests that a variety of replicable counseling features based on current literature is applicable to the community college situation. A section is devoted to methods for evaluating career development programs on the community college level. The appendixes include a plan for career counseling and several excerpts from counseling sessions using the theory.

71

Subject:	Career guidance (counseling and placement practices)
Authors:	Loughary, John W.; Ripley, Theresa; Moore, Allen B.
Title:	*Teacher's Manual* [*and Handbook*]. *Career Survival Skills: Focus on Affective Career Education*
Date:	1974
Number of Pages:	138 [and 20]
Availability:	Charles E. Merrill Publishing Co., Columbus, OH, $45.00 for entire kit

Levels: Grades 5-12

Populations: All

Purpose: The Merrill Series in Career Programs includes these materials as part of a Career Survival Skills kit. Designed to aid in the implementing of a classroom career education program, the *Teacher's Manual* outlines 39 exercises geared to grades 5-12. Each exercise is prepared on two levels. The companion handbook provides information for defining, developing, and using behavioral objectives for career education.

Contents: Other elements of the Career Survival Skills kit include three professional books, a Career Education Index, a wall chart, spirit masters, data sheets, transparencies, and a 30-minute cassette.

Under six main headings of "Values and Careers," "External Factors and Careers," "Career Opportunities," "Career Pay-Offs and Life-Style," "Decision-Making," and "Planning," each exercise is a complete unit designed to stand alone or to be used with others. Each unit includes a statement of purpose, a briefing, a description of procedures, a definition of pertinent behavioral objectives, a list of resources, and an outline of needed sessions. In planning the sessions, the authors consider the need for debriefing and evaluation procedures.

An appendix to the manual contains a glossary and an exercise profile chart for each of the main program divisions.

Comment: Inclusion of points on parent involvement, minimum preparation time, and utilization of student experiences all add to the manual's value. The Career Survival Skills kit should provide both a survey of philosophical concepts of the career education field and practical approaches for implementation.

Cross Reference: Other volumes in this series are described in entries 28, 34, and 185.

72

Subject: Career guidance (counseling and placement practices)

Title: *The Role of Counseling and Guidance in a Comprehensive Career Education Delivery System: An Exploratory Study. Final Report*

Organization: Northwest Regional Educational Laboratory,
Portland, OR

Date: February 1973

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 172
Availability: ED 086 920
Levels: All
Populations: All

Purpose: Current practices in guidance and counseling in career education are presented with recommendations for improving such programs.

Contents: There are three sections to the report. The initial section presents the methodology and results of interviews of 238 teachers, counselors, and administrators. (Interviewees were from all elementary and high school levels, and from community agencies and counseling services.) The findings, which describe current practices, are stated individually (e.g., "counselors must have a high level of interpersonal skills and be sensitive, caring persons"), with comments and suggestions after each statement. The counseling and guidance practices and procedures are then related to career education (e.g., "career education is for all persons"), followed by suggestions and recommendations. Implications and recommendations complete the initial section.

Manpower, manpower training programs, and manpower projections are the subject of the second section of the report. Due to confusion of terminology in the field of manpower, space is devoted to clarification of these basic manpower and manpower development concepts.

The report describes development of manpower projects in the United States and discusses manpower needs in terms of supply and demand. It further explains uses of manpower projections in the government, in Federal agencies, and in guidance and counseling.

A manpower survey of 126 industries resulted in suggested projections for the coming decade. Included are occupational projections, the composition and the educational level of the labor force, and implications for education and career planning.

The final section covers the development of professional associations in the counseling and guidance role in career education. Of particular interest is a paper presenting the American Personnel and Guidance Association position, and a chart of the relationship of counseling to students, staff, parents, and community.

73

Subject: Career guidance (counseling and placement practices)
Authors: Willingham, Warren W.; Ferrin, Richard I.; Begle, Elsie P.

Title: *Career Guidance in Secondary Education*
Organization: College Entrance Examination Board, New York, NY
Date: 1972
Number of Pages: 66
Availability: ED 070 011
Level: Secondary school
Populations: All

Purpose: The authors of this report characterize the field of career guidance as broad, fragmented, and currently (1972) quite active. In an effort to provide a tool useful to anyone seriously interested in secondary guidance, the writers have provided a narrative summary, a series of charts, and an annotated bibliography of their subject.

Contents: Each of the charts correlates with one of the seven corresponding initiatives in career guidance elucidated in the narrative presentation. Thus, the charts function as the heart of the report with information compressed into limited space for quick survey and referenced for further inquiry.

The authors consider the following seven initiatives: 1) dominant ideas, 2) prescriptions-criticisms and recommendations, 3) the role of technology, 4) Federal activities, 5) materials, 6) projects, and 7) programs. The writers characterize the charts corresponding with the first two initiatives as reflecting views of "what career guidance is or ought to be," while the third and fourth represent "outside" influences. They describe the remaining three points as descriptions of current practices.

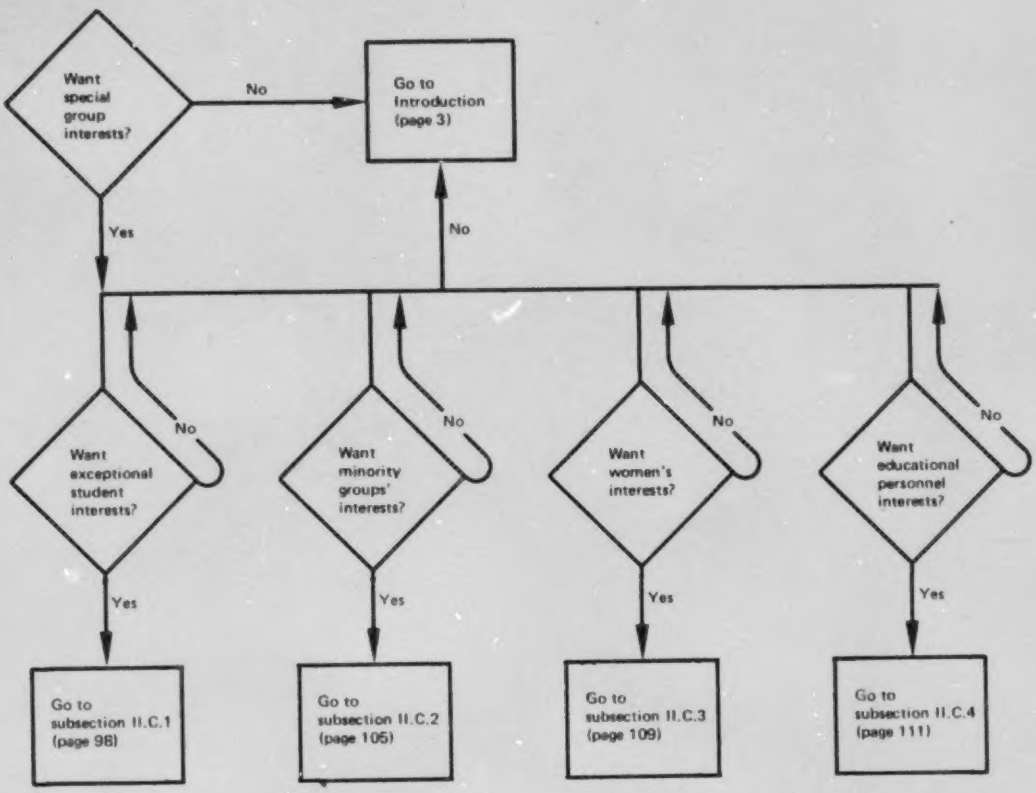
In a brief section on implications, the authors see the guidance profession as being receptive to career guidance because of an existing state of flux in defining guidance roles. They suggest that schools are receptive to the concept of education-work awareness because of the present emphasis on accountability.

An extensively annotated bibliography of approximately 100 pages concludes the publication.

II.C: Interests of Special Groups

Among the material on factors in the implementation of career education, subsection II.C focuses on the interests which specific groups have with career education.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want special group interests?
No
Go to Introduction (page 3)
Yes
No
Want exceptional student interests?
No
Yes
Go to subsection II.C.1 (page 98)
Want minority groups' interests?
No
Yes
Go to subsection II.C.2 (page 105)
Want women's interests?
No
Yes
Go to subsection II.C.3 (page 109)
Want educational personnel interests?
No
Yes
Go to subsection II.C.4 (page 111)

II.C.1: Exceptional Students

The titles included in subsection II.C.1 (exceptional students) are:

Brolin. *Programming Retarded in Career Education (Project PRICE): Working Paper #1.*
Hoyt; Hebeler. *Career Education for Gifted and Talented Students.*
Lake. *Career Education: Exemplary Programs for the Handicapped.*
National Conference on Career Education, January 15-17, 1973 (American Foundation for the Blind)
Picou; Campbell. *Career Behavior of Special Groups: Theory, Research, and Practice.*
Worthington. *Career Education: An Exceptional Concept for the Exceptional.*

Career education embraces the career concerns of all students. Career educators must therefore be sufficiently aware of the special group needs so that these needs can be fully met by a total career education program.

Picou and Campbell offer an extensive review of what is known about the career behavior of special groups. Worthington deals generally with the career education concept for exceptional students. Brolin deals with retarded students, Lake with handicapped students, the *National Conference on Career Education* with blind and partially sighted students, and Hoyt and Hebeler with gifted and talented students. Descriptions of each of these publications are contained in the following annotations.

74

Subject: Special interests (exceptional students)

Author: Brolin, Donn E.

Title: *Programming Retarded in Career Education: (Project PRICE): Working Paper #1*

Organization: Department of Counseling and Personnel Services, University of Missouri, Columbia, MO

Date: September 1974

Sponsor: Bureau of Education for the Handicapped, U.S. Office of Education, Washington, DC

Number of Pages: 33

Availability: ED 096 777

Levels: Grades K-12

Population: Educable mentally retarded

Purpose: A career education program for educable mentally retarded high school students is described. It includes an excellent review of contemporary research on the topic, providing the basis for the program development.

Contents: The key concepts of career education (defined as preparation for all aspects of successful community living) are outlined. Values for initiating such a project are also outlined and discussed. A model project is designed to develop 22 competencies in three primary curriculum areas: daily living skills, personal-social skills, and occupational guidelines and preparation.

In this "process-based" concept, the values of career education for the educable mentally retarded are included in the "process" rather than in curriculum content. The project therefore emphasizes academic instruction only as an auxilliary to skill development. In order to stress the community's career education resources for such a program, Brolin identifies personnel who share responsibility with the special education teacher.

Comment: Further activities of Project PRICE are outlined. This is a good article for those engaged in handling programs oriented toward a specific target group—educable mentally retarded.

Cross Reference: For another Project PRICE paper, see entry 186.

75

Subject:	Special interests (exceptional students)
Authors:	Hoyt, Kenneth B.; Hebeler, Jean R.
Title:	*Career Education for Gifted and Talented Students*
Organization:	University of Maryland, College Park, MD
Date:	1973
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	273
Availability:	ED 079 905
Levels:	All
Population:	Gifted and talented

Purpose: The goal of this project was to develop materials for curriculum guidelines in career education for gifted and talented students. It is an extensive and thorough study, zeroing in on a specific population group frequently overlooked in programs or processes such as career education.

Contents: The introduction to career education and to the gifted and talented is thorough and well documented. Each chapter includes a bibliography. Highlighting an excellent treatment of the current status of the education of the gifted and talented is a chapter on the career development problems which multipotentiality and high expectations impose. Individual student cases are cited. This section also includes suggested approaches to such problems and the consideration of values related to career education and the gifted student.

A subsequent chapter handles the question of values extensively. A discussion of basic value issues precedes suggested practical value issues such as: "Are there ideal careers for the gifted and talented?", "Can career education not be another pressure on the gifted and talented to fulfill societal voids rather than their own needs?"

Exemplary programs in career education for this target group are given along with implications for curriculum guidelines and policy considerations. Finally, a model is presented.

Comment: This is a thorough study. Although it is aimed at one specific group, it should be of value for those wishing to implement a program for any specific group.

76

Subject:	Special interests (exceptional students)
Editor:	Lake, Thomas P.

Title: *Career Education: Exemplary Programs for the Handicapped*

Organization: Information Center on Exceptional Children, Council for Exceptional Children, Reston, VA

Date: 1974

Sponsor: Task Force on Dissemination, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, DC

Number of Pages: 98

Availability: ED 101 489

Levels: Ages 14-21

Population: Handicapped

Purpose: This report describes six career education programs for handicapped adolescents and young adults. The final section includes recommendations for replication and resource personnel to be contacted for each program.

Contents: The programs described are: 1) Career Development Center (Syosset, New York), an alternative academic and vocational learning program presenting opportunities to students (ages 15-21) who have had difficulties in adjusting to the public schools; 2) a mobile public van used in Baltimore to work with 10th grade special education students (The facilities in the van enable analysis of student employment potentialities through the use of psychometric testing, work sampling experiences, and the observation of work behaviors.); 3) Project SERVE (St. Paul, Minnesota), which works with the educable mentally handicapped (grades 10-12) who spend one-half of each day at school or in community-based job programs; 4) Project Worker (Fullerton, California), serving teenage job seekers, helping them locate jobs, handle interviews, and develop the job skills and training necessary to get and hold jobs; 5) Technical Vocational Programs for the Deaf (St. Paul, Minnesota), centering on a 12-week preparation program helping postsecondary students in social, vocational, and academic adjustment, and offering courses in industrial, technical, business, distributive, health, and service occupational training; and 6) Vocational Village (Portland, Oregon), which offers personalized career education to dropouts (aged 14-21) referred by penal institutions or courts and those who have transferred from regular high schools due to physical, mental, or emotional problems.

77

Subject: Special interests (exceptional students)

Title: *National Conference on Career Education, January 15-17, 1973, New Orleans, Louisiana*

Organization: American Foundation for the Blind, New York, NY

Date:	1973
Number of Pages:	45
Availability:	ED 082 407
Levels:	All
Population:	Blind and visually handicapped
Purpose:	This series of papers from the conference deals with the leadership role of 10 States in special education, rehabilitation, and vocational education. Each State reports on the current position and the status of career education programs for the blind and visually handicapped.
Contents:	The papers are heavily oriented toward vocational education, stressing the role played by rehabilitation counseling in working with this group. As such, there is little to say about career education in the commonly accepted sense. The material does, however, indicate movements toward the inclusion of career education programs by this special interest group. A special interest session designated priorities for the blind, but indicated the traditional special education, vocational and technical education, and rehabilitative roles.
Comment:	The conference points out the evident need for resources (State, community, business/industry, etc.) in the education of the blind and visually handicapped.

78

Subject:	Special interests (exceptional students)
Authors:	Picou, J. Steven; Campbell, Robert E.
Title:	*Career Behavior of Special Groups: Theory, Research, and Practice*
Date:	1975
Number of Pages:	448
Availability:	Charles E. Merrill Publishing Co., Columbus, OH, $45.00 for the entire kit
Level:	Education and work transition
Populations:	All minority groups
Purpose:	Described in a foreword by John O. Crites as a "provocative and pioneer effort," this compilation of interdisciplinary essays examines facets of the career behavior of special groups, i.e., those groups with unique ethnic and nonethnic characteristics which set them apart from white males.
Contents:	The editors use Wirth's definition of a minority group: "A group of people who, because of their physical or

cultural characteristics, are singled out from others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of reverse discrimination."

Campbell and Picou recommend their book for use as a supplementary text in advanced undergraduate and graduate courses in occupational sociology, vocational psychology, education, and guidance. They deem it useful also for educators, guidance counselors, and lay persons directly involved with the special groups considered. They describe their purpose as an attempt to "offer an informative, interdisciplinary view of the status of a variety of special groups who are actively involved in the pursuit of achieving socially and psychologically rewarding careers."

The book contains three main divisions. Part I examines the state of the art of theory construction in sociology and vocational psychology with regard to special group applications. In addition to Picou and T. Michael Carter and their treatment of status attainment theory as it applies to young black males, other essayists here are Samuel H. Osipow, Joseph Woelfel, and William W. Falk.

Part II presents theoretical and descriptive accounts of career behavior of the following special groups: Asian Americans (Donald W. Sue), activist youth (James F. Fendrich), physically and mentally handicapped (David Lacey, Robert P. Overs), American Indians (Barbara G. Spencer, Gerald O. Windham, John H. Peterson, Jr.), Mexican-American youth (William P. Kuvlesky, Rumaldo Juarez), Filipino village youth (Tito E. Contado), and women (Louise Vetter).

Problems of manpower programs for minorities and women are examined in Part III (Charles R. Perry, Bernard E. Anderson), along with methodology and policy in dealing with special groups. The study gives special attention to the relationship between rural school desegregation and the formulation of ability attitudes as well as consideration to techniques for gathering data on career choice, employment, and income experience of black Americans (Vernon M. Briggs, Jr., and J. Steven Picou).

In a final essay, Campbell summarizes emphases of individual essayists and lists 16 suggestions for improving guidance for special groups.

Each essay concludes with notes and references. The volume includes numerous illustrative tables and charts as well as biographies of the 22 contributors.

79

Subject:	Special interests (exceptional students)
Author:	Worthington, Robert M.
Title:	*Career Education: An Exceptional Concept for the Exceptional*

Organization: Paper presented at the National Topical Conference on Career Education for Exceptional Children and Youth, New Orleans, LA, February 1973 (conference sponsored by the Council for Exceptional Children, Reston, VA, and the American Vocational Association, Washington, DC)

Date: 1973

Number of Pages: 22

Availability: ED 091 584

Levels: All

Populations: Exceptional persons

Purpose: Prepared for the National Topical Conference on Career Education for Exceptional Children and Youth sponsored by the Council for Exceptional Children and the American Vocational Association, this address by Robert M. Worthington surveys the status and needs of career education for the exceptional. Worthington is a former Associate U.S. Commissioner of Education for Adult, Vocational and Technical Education.

Contents: Working from the thesis that the career education concept can apply to all segments of society, Worthington states that exceptional persons have the same rights to its benefits as do all others. He intersperses explanations of career education in general with observations concerning the need for a program especially responsive to the needs of the handicapped.

He sees the greatest needs in the areas of definitive knowledge of the learning patterns of the disadvantaged and handicapped, sources of curriculum materials, and guides for program expenditures. He indicates that findings of collected reports show 10 percent of basic vocational education grants going for programs and services for the handicapped.

Worthington cites a model, "Career Education for the Handicapped," implemented in Massachusetts. This model operates within the framework of career awareness, exploration, skill development, and career placement. He describes exemplary programs in Tucson, Arizona, and St. Paul, Minnesota, emphasizing work being done at the Occupational Training Center in St. Paul.

The writer briefly considers the objectives of career education for the gifted and talented. He suggests emphasis on vocational or career education for the gifted to help attract such students to teaching and leadership positions in the field. He stresses the need for identification of the gifted among the economically and culturally disadvantaged population.

In conclusion, Worthington urges the members of his audience to develop an awareness of the Governors' Committees on Employment of the Handicapped within their respective States.

II.C.2: Minority Groups

The titles included in subsection II.C.2 (minority groups) are:

Career Education: Implications for Minorities. Proceedings of a National Conference.
Johnson. *Black Agenda for Career Education.*
Position Papers on Career Education.
Slavin. *Career Education: Report of a Wingspread Conference Sponsored by National Urban Coalition and Racine Environment Committee.*

Minority groups have equity interests in career education programs. Johnson and Slavin deal particularly with the impact of career education on blacks. The *Proceedings of a National Conference* and *Position Papers on Career Education* both deal with the interests minorities have in career education.

80

Subject:	Special interests (minority groups)
Title:	*Career Education: Implications for Minorities. Proceedings of a National Conference* (February 1-3, 1973, Washington, DC)
Organization:	U.S. Office of Education, Washington, DC
Number of Pages:	102
Availability:	ED 085 550
Levels:	All
Populations:	Minorities
Purpose:	With the stated goals of providing minority leaders with information on the career education concept, of ascertaining in turn for the Office of Education the minority viewpoint on career education, and of developing a productive dialogue, the conference assembled representatives of blacks, Chicanos, Chinese-Americans, Japanese-Americans, native Americans, and Puerto Ricans. The project director describes the conference as "perhaps one of the most culturally and racially diverse groupings ever assembled to address a major national issue."
Contents:	The report includes a series of session reports on minority caucuses and overall conference recommendations and resolutions. Convened by the U.S. Office of Education, the conference featured such speakers as Shirley Chisholm, John Ottina, Elizabeth Duncan Koontz, and Anna Chennault. At the request of the conferees, the report carries much verbatim transcription and thus the document includes numerous secondary questions and answers, as well as scripts of major addresses. In a keynote adress, Shirley Chisholm warns not against the concept of career education but against the dangers of basing implementation on middle class, sexist, and racist

biases. While recognizing funding and positional difficulties (transfer of programs from the Office of Education to the National Institute of Education), John Ottina, then Acting Commissioner of Education, outlines positive actions and sees career education as "alive and well." Robert Reischauer, of the Brookings Institution, foresees no major funding for career education. Anna Chennault describes the three major issues of career education as funding, knowing how to do the job properly, and equal and fair distribution of opportunity.

In a final recommendations and resolutions section, the conferees offer such solutions as bilingual and cultural development, increased scope of teacher education, inclusion of labor and management in the educational system, and utilization of public relations programs to transmit the concept of career education.

Appendixes include program schedules and names and addresses of conference participants.

81

Subject:	Special interests (minority groups)
Editor:	Johnson, Roosevelt
Title:	*Black Agenda for Career Education*
Date:	1974
Number of Pages:	148
Availability:	ECCA Publications, Inc., Washington, DC, $4.95
Levels:	All
Population:	Blacks

Purpose: Roosevelt Johnson, editor and contributor of three articles, opens this compendium by stressing the imperatives of accountability to the black community and of need analysis (context evaluation) of career education. Johnson's introduction sets a mood of criticism and suspicion of career education reflected in the statements of other black educators represented in the book.

Contents: While some of the 10 essayists make the theme of agenda (in its meaning of "things to be done") clearer than others, an underlying current of disbelief exists. The writers substantiate their dissatisfactions and concerns by pointing to disparity in percentages of unemployed, inequity in testing, the government's former policy of "benign neglect," examples of teacher bias, the black majority in prison populations, and the failures of earlier compensatory programs.

As elucidated by the writers, the Black Agenda would seem to include the establishment of a National Bureau of Black Education in Economic Affairs and a Black

Community Economic Development Fund as proposed by Joseph Dixon. William F. Brazziel stresses the need of funds for, and career education focus upon, training black professionals. Grady W. Taylor, in discussing career development strategy for rural youth, describes an institute program for delivering career education services to isolated communities.

In evaluating career education programs, Carl L. Harshman and James H. Wooten emphasize the need for third-party evaluators at all stages of development of a program. They believe these should be individuals capable of assessing effects and implications of the program for black Americans.

In a final chapter, Harshman and Johnson detail procedures of the Yellow Springs, Ohio, public school system in a project designed to examine goals and priorities in an effort to relieve racial tensions. The writers point out that career education received a low priority in the project results.

Comment: In summary, the writers suggest an extremely cautious recognition of career education as a concept but a concept too general and inappropriate in its goals, rationale, and product for black children and black adults. Footnote references follow each chapter, and the book contains several illustrative charts.

82

Subject: Special interests (minority groups)

Title: *Position Papers on Career Education*

Organization: National Advisory Council on Vocational Education, Washington, DC (Papers prepared for the National Conference on Career Education: "Implications for Minorities," Washington, DC, February 1-3, 1973)

Date: February 1973

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 94

Availability: ED 073 307

Levels: All

Populations: Minorities

Purpose: These papers consider the implications of career education for minority group members. Papers were given at the conference by authorities from higher education, the Congress of Racial Equality, and the National Advisory Council on Vocational Education. Each paper looks at a specific topic relating career education to minorities (e.g., "Career Education and Black Americans," "Career Education, Professional Preparation, and Minority Groups," "Perspectives of a Chicano Educator," and "Community Colleges and Career Education Relevant to the Needs of Minorities").

Contents: The nine papers included indicate a high degree of research and insight into the problems facing those who implement career education for minority groups. Questions are raised on whether or not career education improves the self concept of minority individuals; and perhaps the dominant theme in all the papers is the question of career education being just another empty promise. This is a criticism that has appeared in the career education literature and its dominance throughout the papers gives it substance.

Comment: The unifying factor in these papers is the need for those developing programs to attend to the specific needs of minority groups.

Cross Reference: Other position statements may be found in subsection I.C.1.

83

Subject: Special interests (minority groups)
Editor: Slavin, Peter
Title: *Career Education: Report of a Wingspread Conference Sponsored by National Urban Coalition and Racine Environment Committee*
Organization: Johnson Foundation, Racine, WI
Date: October 1974
Number of Pages: 48
Availability: ED 106 439
Levels: All
Populations: Minorities

Purpose: This report of a conference on career education and minorities begins with a talk by Kenneth B. Hoyt on career education for minority and low income students. The report includes discussions, summaries and subsequent suggestions or recommendations.

Contents: The career education models developed for minority students (ongoing programs and models are cited) are discussed, along with the strategies for achieving change in implementing such programs.

The conference recommended creation of jobs to make career education work; multilevel collaboration of Federal agencies involved in the education and training of young people; full funding for career education over and above funding for vocational education and other allied efforts; and development of multilingual, multicultural programs to bring career education to all young people.

These recommendations are based on the need to make career education part of the urban schools and to increase the options for disadvantaged and low income students.

II.C.3: Women

The titles included in subsection II.C.3 (women) are:

Ellis, Mary L. *Women at Work.*
Hohenshil. *New Dimensions in the Career Development of Women: Third Annual Conference on Career Counseling and Vocational Education.*

Women are seeking, demanding, and achieving consciousness of new life roles. This emphasis has implications for career education which are cited in this subsection. The work by Ellis treats these interests in a formal study, while the work by Hohenshil contains a collection of papers which were given in an annual conference.

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Subject:	Special interests (women)
Author:	Ellis, Mary L.
Title:	*Women at Work*
Organization:	Center for Occupational Education, North Carolina State University, Raleigh, NC
Date:	1974
Sponsor:	Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages:	165
Availability:	ED 118 720
Level:	Education and work transition
Population:	Women
Purpose:	*Women at Work* focuses on the end results of one national invitational seminar workshop and a series of regional workshops (1972-1974) planned around the theme of women in the world of work.
Contents:	Sponsored by the U.S. Office of Education and conducted by the Technical Research Centers, the workshops feature nine major presentations reproduced in an appendix to this report. Workshop participants developed practical suggestions and recommendations to correct discrimination against women in education and employment. Later, the research centers conducted followup surveys to determine impact of the seminars and to learn of any special actions taken by participants resulting directly from their conference exposure. Thus, this report represents the essence of a

two-year project centered on the subject of women in the world of work.

An introduction traces historical, social, and psychological influences affecting women's status and identifies the workshop's purpose as the achievement of greater equality for women in education and employment. The following section features a series of 14 recommendations with accompanying lists of specific suggested actions designed to eliminate sex discrimination. The final segment of the report, dealing with workshop impact, suggests the necessity for attitude changes in the home and community as well as in education and employment, and predicts new strategies, programs, and services moving toward equality for women.

In addition to the major presentations cited earlier, appendixes to the report also include a questionnaire form, bibliography, agenda, and participant lists.

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Subject:	Special interests (women)
Author:	Hohenshil, Thomas H.
Title:	*New Dimensions in the Career Development of Women: Third Annual Conference on Career Counseling and Vocational Education, March 8-9, 1974*
Date:	1974
Number of Pages:	123
Availability:	Public Information and Publications, State Department of Education, Richmond, VA 23216, $3.00
Levels:	All
Population:	Women
Purpose:	This report pertains to a conference which examined current views and programs concerning the career development of women, emphasizing public school and community college programs.

Contents:

Sponsored jointly by three Virginia institutions and the Virginia State Advisory Council on Vocational Education, this third annual Conference for Career Counseling and Vocational Education featured addresses on the major subject of career development of women. However, some speakers included descriptions of overall career development programs in Virginia.

In general, the principal speakers discussed such matters as role discrimination and tendencies to stereotype and then advocated positive self-concept development for all individuals, male or female.

L. Sunny Hansen, Professor of Educational Psychology at the University of Minnesota, sees as a hard reality the concentration of working women in a few occupations, many of which are low paying, low level, and dead end.

In discussing "Career Education: Feminine Version," Elizabeth Simpson of the U.S. Office of Education outlines needed specific steps in career development for women. She includes emphasizing at all levels of education the concept of women as employed persons and integrating into training programs opportunities for women to prepare for the dual role of homemaker and wage earner.

Other speakers see a need for redirection of guidance and counseling services and activities. In considering the role of leisure in career development for women, Carl O. McDaniels, President of the National Vocational Guidance Association, regards the quality of women's leisure as especially important because of its lack of quantity. He further addresses himself to the matter of leisure barriers for women.

Significant among Virginia career development programs treated in the remainder of the report are discussions on career development through the use of educational television and postsecondary education.

Appendixes list programs and names and addresses of conference participants.

II.C.4: Educational Personnel

The titles included in subsection II.C.4 (educational personnel) are:

Career Education: What It's All About.
Downs. *In-Service Education Model for the Dissemination and Utilization of Selected Career Education Concepts Presented by the Career Cluster Approach in the Elementary School.*
Hoyt. *Career Education and Teacher Education: Identification and Change.*
Jacobsen; Drier. *Attitudes Toward Career Education: Identification and Change.*
Keller. *Career Education In-Service Training Guide.*
McKinney. *Implications of Career Education for University Personnel in Graduate Teacher Education.*
Ryan. *Career Guidance: Status and Promise.*

Career education will succeed or fail on the basis of understanding or of contrary attitudes among educational personnel. Therefore, educators are the ones who must become educated about career education if career education is to work. McKinney, Hoyt, and *Career Education: What It's All About* all advance this point in terms of its implication for those who prepare teachers. Downs and Keller, on the other hand, go further by dealing with inservice guides for changing educational personnel in their treatment of career education, and Ryan specifically deals with career counselors in this regard. Downs, and Jacobsen and Drier offer pragmatic evidence for procedures which succeed in changing some of the attitudes of educational personnel about career education.

Further references to educational personnel can be found in subsection III.C.2 (State-specific models).

86

Subject: Special interests (educational personnel)

Title: "Career Education: What It's All About," Special Issue of *Bulletin of the National Association of Secondary School Principals*

Organization: National Association of Secondary School Principals, Washington, DC

Date: 1973

Number of Pages: 132

Availability: ED 099 610

Levels: All

Population: Secondary school principals

Purpose: The purpose of this special issue of the *Bulletin of the National Association of Secondary School Principals* was to gather together articles by well-known figures in the field of career education: Sidney P. Marland, Jr., Grant Venn, Kenneth B. Hoyt, Frank N. Carricato, Harold Howe II, Rupert N. Evans, Cas Heilman and Keith Goldhammer, Lowell A. Burkett, B. J. Stamps, Jan W. Jacobs, and Darryl Laramore.

Contents: The discussions reflect a diversity of opinion and a variety of approaches. Two writers, Venn and Carricato, see the principal as a key figure who must have total commitment in order to assure effective career education implementation.

While Marland sees specific defining of career education as having a constraining effect, Howe faults the concept as too general and one which may become a cause easy to espouse but without meaningful results. In recognizing controversy, Hoyt urges debate as both proponents and opponents of career education increase. Hoyt warns of the false idea that only part of the school prepares for work. He sees education as preparation for work as a goal for all who teach.

Evans, while lauding opportunities for decisionmaking, nevertheless points out the danger inherent in motivating through occupational choice. He sees a paradox in the inevitability of change in the student's career decision with a resulting sense of being "locked in."

Stamps, a school administrator, describes in detail the planning, community involvement, and solutions to problems encountered in a career-oriented school (the Dallas Skyline Center). On the other hand, Burkett believes vocational technology's increased sophistication accentuates the need for integration into a total program.

Most of the articles have summaries or conclusions. In addition to the presentations on the theme of the special issue, the *Bulletin* includes regular features of book reviews and lists of publications.

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Subject: Special interests (educational personnel)

Author: Downs, W. A.

Title: *In-Service Education Model for the Dissemination and Utilization of Selected Career Education Concepts Presented by the Career Cluster Approach in the Elementary School. Final Report*

Organization: Department of Elementary and Secondary Education, Missouri Department of Education, Jefferson City, MO

Date: July 31, 1974

Number of Pages: 263

Availability: ED 099 514

Level: Elementary school

Population: Teachers

Purpose: This model deals with the career cluster approach to teaching career concepts in the elementary school, with the purpose of determining differences in effectiveness among three methods of preparing teachers to teach career education concepts to fourth- and fifth-grade students.

Contents: This study describes the approaches used, identifies the groups and teachers, and presents findings. In addition, the model includes exhaustive appendixes covering such areas as instructional units used, time schedules, teacher workshop activities, and individual and combined-cell means for student achievement.

Design of the study involved exposing each of three equivalent grade-level groups of students to a different career concept approach. The plan consisted of two experimental treatments (A and B) and conventional treatment (C). Preparation for Method A techers included a three-week orientation with writing and teaching of career cluster concept curricula. Method B teachers received a three-hour career cluster orientation in addition to experience with the teacher-written curriculum. Encouraged to teach career concepts but with no access to cluster-oriented units, Method C teachers used conventional approaches. The project involved a sample of 365 from an original group of 497 in a combined rural-urban district.

Findings show the career cluster approach preceded by extensive orientation to the concept of career education to be more effective than the other methods. Secondary findings suggest that the method is effective in producing career awareness concepts among teachers.

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Subject: Special interests (educational personnel)
Author: Hoyt, Kenneth B.
Title: *Career Education and Teacher Education*
Organization: Paper presented at the U.S. Office of Education Career Education and Teacher Education Conferences, Philadelphia, PA, and Kansas City, MO, March 4, 18, and April 30, 1974
Date: 1974
Number of Pages: 21
Availability: ED 106 262
Levels: All
Population: Teachers

Purpose: In this paper, delivered at a U.S. Office of Education conference on career education, Hoyt reviews the current funding and the local State and Federal status of career education. He also describes the interest of the community outside of formal education, citing and recommending to career educators the U.S. Chamber of Commerce publication on career education.

Contents: Hoyt lists some basic assumptions of career education which require the serious consideration of those engaged in teacher preparation: 1) there is an increasingly close relationship between education and the world of work—paid employment—which should be reflected in educational change; 2) the word "work" is a viable one for use in the conceptualization of career education; 3) the days of educational isolationism, both inside and outside the formal educational system, are past; and 4) all professional educators are key functionaries in the implementation of the career education concept.

Finally, Hoyt suggests that the full implementation of the career education concept leads to some longrun implications in teacher education: the year-round school; open entry to and exit from the formal education system; increased community involvement; and the ongoing growth of continuing education.

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Subject: Special interests (educational personnel)
Authors: Jacobsen, Kaare; Drier, Harry N.
Title: *Attitudes Toward Career Education: Identification and Change*
Organization: Paper presented at a National Vocational and Teacher Education seminar, Center for Vocational and Technical

Education, Ohio State University, Columbus, OH

Date: 1973

Number of Pages: 16

Availability: ED 105 128

Levels: All

Population: Teachers

Purpose: Presented at a national Vocational and Technical Teacher Education seminar, this paper addresses the problem of the resistive teacher in planning inservice education.

Contents: Following a heavily documented description and discussion of inservice education, the writers review methods of effecting attitudinal changes in resistive personnel. Their approach involves application of the cognitive dissonance theory to a procedure which includes the use of three short scales and a special seminar described as the Comprehensive Career Education Attitude Change Module.

Testing of the scales involved 577 teachers who responded to a questionnaire designed to differentiate attitudes toward change, toward career education specifically, and toward commitment to a program. Results showed that an individual might be highly favorable toward change but opposed to career education.

Utilizing elements of free choice and two-sided communication coupled with pro and con role playing, the experimenters based their procedures on the cognitive dissonance theory in the hope that participants could achieve dissonance reduction.

The "resistive" group was asked to participate in a series of seminars and workshops designed to alter their resistance. The authors concluded that the workshops and seminars were effective in altering the teacher resistance.

While stressing the importance of inservice programs designed specifically for resistive staff members, the writers also recognize the inner direction and satisfactory adjustment of individuals not actively seeking change. They see such persons, once integrated into a program, as providing credibility in the total educational environment.

90

Subject: Special interests (educational personnel)

Author: Keller, Louise J.

Title: *Career Education In-Service Training Guide*

Date: 1972

Number of Pages: 46

Availability: General Learning Corp., Morristown, NJ, $1.15

Levels: Grades K-12

Populations: Educational personnel

Purpose: Keller regards inservice training as essential for everyone, from the board to school volunteers, in order to involve the community in career education. The author proposes that a school district use inservice training to implement career education in progressively more complex steps, referring to Robert Chin's identification of five levels of change.

Contents: The *Career Education In-Service Training Guide* considers systems approaches to implementation. It lists 9 tasks, from conceptual to managerial, which Bruce Reinhart identified, and 10 steps for implementing career education as suggested by the U.S. Office of Education. It stresses the need for local commitment to inservice training and the function which inservice training may serve in developing the skills needed for career education. The document describes and illustrates the organizational strategy for implementing career education through inservice training. The seven stages of this organizational strategy include preplanning, personal awareness and orientation, transition, comprehensive planning, implementation, evaluation, and refinement.

The core of this publication is found in the third and final section, in which inservice training is discussed as a means of implementing career education. Preceding sections discuss the development of career education and present an overview of the Comprehensive Career Education Model.

Comment: The document aims at involving personnel from the entire school system and community in career education, but notes that local strategies must be designed to fit local needs.

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Subject: Special interests (educational personnel)

Editor: McKinney, Lorella A.

Title: *Implications of Career Education for University Personnel in Graduate Teacher Education*

Organization: National Workshop in Career Education Personnel Development for Graduate Teacher Education, May 29-30, 1974, sponsored by the Center for Vocational and Technical Education, Ohio State University, Columbus, OH

Date: June 30, 1974

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 421

Availability: ED 098 445

Levels: All

Population: Teacher educators

Purpose: The report concerns a national workshop on career education personnel development in graduate teacher education organized by the Center for Vocational Education at Ohio State University and sponsored by the U.S. Office of Education.

Contents: Considering three professional papers as the heart of the workshop plan, the project staff developed detailed criteria for selection of the writers and their topics. Final selections resulted in the following assignments: Louise Keller, "A Proposed Conceptual Framework for Career Education at Post Secondary Level"; Terrell Bell, "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education"; and Grant Venn, "Identification/Analysis of Problems Encountered in Planning/Implementing Career Education Programs in Graduate Teacher Education Institutions."

The writers of this workshop report suggest that the recounting of the workshop activities may be of only limited use, but they believe that a relatively brief section on implications may have wide dissemination value. The implications section indicates considerable need for implementing career education at the graduate teacher education level. The need for such involvement stems from recent educational change due to the career education impetus. Considerable attention is given to clarification of terms, the status and implications of such involvement, and a clear statement of the problem and its related constraints and assumptions. Suggestions include need for flexibility and change in such matters as admissions requirements and community relationships.

The report also includes methodology and procedures used to gather the data for the study, its presentation and analysis (including contributing scholarly papers), and summaries and critiques.

Comment: The report contains 10 appendixes covering subjects such as sex of workshop participants and reproductions of career education materials/brochures submitted by workshop participants.

92

Subject: Special interests (educational personnel)

Editor: Ryan, Charles W.

Title: *Career Guidance: Status and Promise*

Date: 1975

Organization: Report of a Career Guidance Conference sponsored by the Division of Counselor Education at the University of Maine, Orono, ME

Number of Pages: 72

Availability: ED 117 306

Levels: All

Population: Counselors

Purpose: A report of a Career Guidance conference sponsored by the Division of Counselor Education of the University of Maine, this document focuses on the status and needs of school counselors in the light of the challenge of career education.

Contents: In a summary, Charles W. Ryan, who also edited the report, notes a need for redirection in programs of counselor education. He believes counselor training programs must provide skill development in career guidance practices such as job placement, interest testing, and community development. In outlining a comprehensive program, Ryan includes the facets of orientation and exploration, assistance in decisionmaking, job placement assistance, efforts at outreach for the out-of-school youth, and career guidance for adults.

As one of the three main speakers at the conference, L. Sunny Hansen, Professor of Educational Psychology at the University of Minnesota, describes and lists the instructional goals of the Career Development Curriculum model produced at the University of Minnesota.

In considering the "Role of Assessment in Career Guidance," Dale J. Prediger, of the American College Testing program, concludes that one of the major guidance roles of testing is to help provide focused exploration of career areas. He sees wideband types of measurement as desirable in developmental career guidance programs.

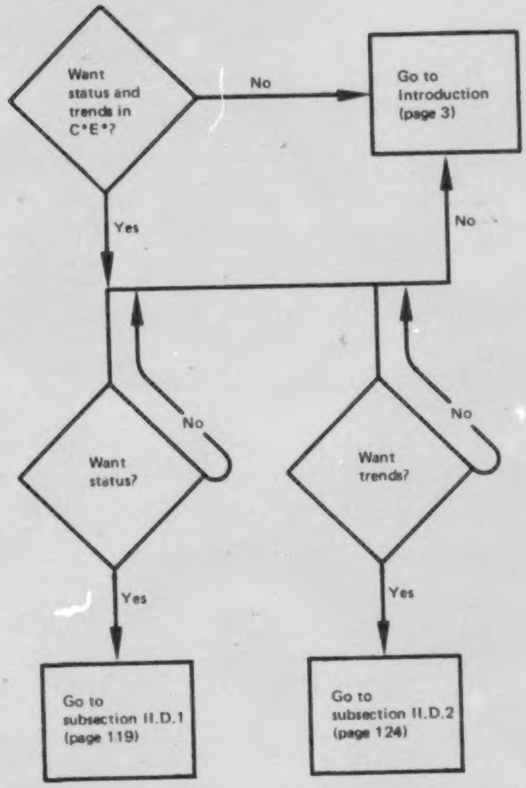
In addressing himself to "Career Education, a Broadening Educational Perspective," J. Eugene Bottoms, of the Georgia State Department of Education, describes career education as an intervention strategy which begins early in an individual's life and is designed to influence the quality of each person's self and career development.

A list of references follows each presentation.

II.D: Status and Trends in Career Education

Among the material on factors in the implementation of career education, subsection II.D focuses on the status and trends in career education.

In order to pursue the material in this subsection, you need to choose according to the following decision path:


Want status and trends in C*E*?
No
Go to Introduction (page 3)
Yes
No
No
No
Want status?
Want trends?
Yes
Yes
Go to subsection II.D.1 (page 119)
Go to subsection II.D.2 (page 124)

II.D.1: Status

The titles included in subsection II.D.1 (status of career education) are:

Bell. *Career Education in 1974: A View from the Commissioner's Desk.*
Career Education: Alive and Well (a pair of discussion papers by Ottina and Jesser)
Career Education: Programs and Progress. A Report on U.S. Office of Education Activities in Career Education in Fiscal Year 1973.
Career Education: The State of the Scene.
Mayhew. *Higher Education for Occupations.*

Although career education is just entering its fifth year of existence, several documents already deal with its status. The material in this subsection includes several such statements made by the U.S. Office of Education, including the FY 1973 activities report, Bell's 1974 view, the *State of the Scene* report, and Ottina's optimistic report on the current health of career education. In addition, Jesser has made a more formal survey of the conditions of career education in the several States, and Mayhew has made an intensive study of education for occupations in higher education, a study in which he finds the study of occupations notable by its absence from higher education.

Other treatments of the present status of career education can be found in subsection II.D.2.

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Subject:	Status of career education
Author:	Bell, T. H.
Title:	*Career Education in 1974: A View from the Commissioner's Desk*
Organization:	Paper presented at the National Conference for State Coordinators of Career Education, Center for Vocational Education, Ohio State University, Columbus, OH
Date:	October 31, 1974
Number of Pages:	5
Availability:	ED 097 587
Levels:	All
Populations:	All
Purpose:	In his report to the State coordinators of career education programs, the U.S. Commissioner of Education describes briefly and informatively the status of the concept.
Contents:	Initially, the Commissioner refers to the mandate of Congress in Section 404, Title IV, P.L. 93-380. He then cites favorable fund considerations by legislators and the scheduled formation of a National Advisory Council on Career Education. He also notes that an active interagency team from the U.S. Department of Health, Education, and Welfare, the U.S. Department of Commerce, and the U.S. Department of Labor, is a positive sign for progress. Other developments referred to include 5,000 active school district programs, State legislation and support with one-half of the States adopting policies and three-fourths having a full-time State-level professional involved in career education programs. He also cites the support of the National Education Association and the U.S. Chamber of Commerce as well as the National Advisory Council on Vocational Education. Bell refers to challenges facing career education such as balancing Federal funding with State and local initiatives; local creativity and initiative; the improvement of the quality and evaluation of programs; the expansion of career education settings; the efforts of special groups to gain influence for funding; and divisive efforts.

94, 95 **(Two closely related papers)**

Subject:	Status of career education
Author:	Ottina, John R.
Title:	*Career Education: Alive and Well*
Organization:	U.S. Office of Education, Washington, DC
Date:	February 1973

Number of Pages: 13
Availability: ED 079 506
Levels: All
Populations: All

Purpose: In a paper presented in Washington, D.C., at the 1973 National Conference on Career Education, "Implications for Minorities," the then Acting Commissioner of Education reviews the state of the art of career education and stresses the need for major support of programs to come from the State and local levels with the Federal government providing seed money for innovation and reform.

Contents: Citing the 2.5 million young people who leave formal education each year without marketable skills or career goals, Ottina advocates making career education an integral part of the learning process and touches on work being done in expanding instructional programs for career clusters identified by the U.S. Office of Education. He believes researchers must undertake longitudinal studies of a significant sample of students to determine the efficacy of career education programs.

In addressing criticisms of career education by the Urban League, the AFL-CIO, liberal arts educators, and others, the Commissioner states, "career education was never intended to devalue a liberal arts education or to stress occupational preparation at the expense of personal and humanistic development." He points out that by the end of the 1970's only one-fifth of the jobs available will require a four-year college degree, but most will require training beyond high school. He appeals to minority leaders to help counteract the notion that career aspirations not based on degrees or professional training are demeaning.

The author concludes with references to the 750,000 children participating in more than 100 career education projects and to the State and local school programs underway. He cites this evidence as reinforcement of his subject title, *Career Education: Alive and Well.*

Subject: Status of career education
Author: Jesser, David
Title: *Career Education—Alive and Well?*
Organization: Council of Chief State School Officers, Washington, DC
Date: 1974
Number of Pages: 8
Availability: ED 096 520
Levels: All
Populations: All

Purpose:	With its title a paraphrase of a document by former U.S. Commissioner of Education John Ottina (*Career Education: Alive and Well*), this report proposes to show that while career education is alive and growing, it needs support to insure sustained health and well-being.
Contents:	One of seven reports prepared for the Council of Chief State School Officers for distribution to chief State school officers and directors/coordinators of career education, this essay by David Jesser summarizes the findings of a questionnaire submitted to States and Territories. Jesser, director of the overall career education project under the title of *Career Education in Public Education: Mission, Goals, and Methods,* points out that of the nearly 75 percent response to the total mailing, 48 percent indicate a higher than midpoint priority for career education. Responses showed a marked growth pattern in action, many variables in legislation, and high priority needs for financial guidelines, inservice programs, and curriculum development. The author sees Federal commitment as career education's greatest overall need and suggests a "National Spokesperson" in the form of a National Advisory Council for Career Education.

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Subject:	Status of career education
Title:	*Career Education: Programs & Progress. A Report on U.S. Office of Education Activities in Career Education in Fiscal Year 1973*
Organization:	Office of Career Education, U.S. Office of Education, Washington, DC
Date:	April 1974
Number of Pages:	30
Availability:	ED 101 118
Levels:	All
Populations:	All
Purpose:	This report offers insight into the activities of the Office of Career Education during 1973.
Contents:	This review of the past achievements of the U.S. Office of Education in career education presents a brief history of the development of the concept, explains the role that NIE plays, and covers the reorganization of the Office of Education to include the Office of Career Education. The second section of the report describes present efforts in the career center. This section includes a review

of the operational models of the comprehensive career education projects and describes the two career education support system projects (developing material and staff procedures). These two operational divisions within the career education office have been charged with unifying the programs and projects.

A third part of the report treats the progress of specific programs in career education and gives their projected Fiscal Year 1974 contributions. Each project is amply described and the project officer named.

Comment: This source provides insight into the career education office and into the type of projects funded. An organizational chart of the U.S. Office of Education is appended.

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Subject: Status of career education
Title: *Career Education: The State of the Scene*
Organization: Office of Career Education, U.S. Office of Education, Washington, DC
Date: 1974
Number of Pages: 274
Availability: ED 109 402
Levels: All
Populations: All

Purpose: This resource gives answers to many requests the Office of Career Education receives and provides a resource guide.

Contents: The initial chapter presents the results of studies and reports on the societal conditions leading to career education. The U.S. Office of Education (USOE) policy paper on career education comprises the second chapter. State activities are outlined in chapter 3, which includes the names of responsible program and State directors. Subsequent chapters describe efforts in K-12 programs and at postsecondary and adult levels. Chapter 6 presents the varied contributions to career education by the business, labor, professional, industrial, and governmental sectors. Chapter 7 surveys existing career education materials.

A wide selection of programs (from each State, as well as some local programs, associations' efforts, etc.) is included. Locator information is provided.

Comment: This is a highly recommended resource that will be surpassed only if a more current edition is forthcoming. It is a necessity for career education programs, directors, curriculum writers, administrators, and teachers.

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Subject: Status of career education

Author: Mayhew, Lewis H.

Title: *Higher Education for Occupations. SREB Research Monograph No. 20*

Organization: Southern Regional Education Board, Atlanta, GA

Date: 1974

Number of Pages: 143

Availability: ED 097 557

Level: Higher education

Populations: All

Purpose: Curricular and instructional changes in two- and four-year colleges in courses and programs designed to prepare people for vocations and/or careers are studied.

Contents: Some technical, vocational, and career programs in noncollegiate institutions were examined to determine whether proprietary or vocational institutions have developed new insights adaptable to the collegiate situation. The result was disappointing in that vocational or occupational curricula did not seem to be particularly innovative. Mayhew concludes that, in reality, education for careers and occupations is characterized by traditional practice accompanied by extensive theorizing and appeals for improved counseling, testing, and guidance. The author further states that the career education concept seems essentially an untested philosophy or rationale for better articulation between levels of education dealing particularly with occupational areas.

The final two chapters treat issues specified in the examination of programs and present an overall rationale which might assist in curriculum development for career education programs in colleges.

Of particular interest is the statement that college catalogs need to indicate the sorts of competencies that specific programs intend to foster. Mayhew gives examples of career education programs in higher education and presents the question of new degree structures quite well.

II.D.2: Trends

The titles included in subsection II.D.2 (trends in career education) are:

Anticipated:

Buettner. *Priorities for the Further Development of Career Education.*

Empirical:

Crawford; Jesser. *The Status and Progress of Career Education.*

Worthington. *Career Education in the U.S. Today: What It Is, Where, and the Results So Far: Project Base-Line Supplemental Report.*

Organizational:

Smoker. *Career Education: Current Trends in School Policies and Programs.*

Trends are hard to find in career education because of its short four-year-old history. However, as indicated above, Buettner gives a view of trends in terms of those which are anticipated; Crawford and Jesser, and Worthington give empirical indications of trends; and Smoker has assembled an organizational statement of trends in school policies and programs.

99

Subject: Trends (anticipated)

Author: Buettner, David LeRoy

Title: *Priorities for the Further Development of Career Education* (Ph.D. Dissertation, Ohio State University, Columbus, OH)

Date: 1973

Number of Pages: 129

Levels: All

Populations: All

Purpose: The author utilized the Delphi technique to collect and synthesize data for the purpose of establishing priorities for future efforts in career education.

Contents: Three successive survey instruments were sent to career education researchers, developers, and implementers who had been involved in early career education efforts. With the three sequential survey instruments, the researchers secured response rates of 79.5, 87.5, and 85 percent respectively.

Findings showed the highest priority ratings going to staff development, secondary school preparation and concern for transition from school to work, and efforts to promote public understanding.

Accountability, evaluation efforts, and curriculum development for early, middle grades, and adult education rated lower. Basic research and theory explication efforts placed lowest among priorities.

The study further proposed to identify the level of consensus existing among respondents to the survey instruments. In considering survey responses, the researcher also recognized the effects of demographic variables.

100

Subject: Trends (empirical)

Authors: Crawford, Robert L.; Jesser, David L.

Title: *The Status and Progress of Career Education*

Organization: Council of Chief State School Officers, Washington, DC
Date: May 1975
Number of Pages: 71
Availability: ED 117 310
Levels: All
Populations: All

Purpose: This project, sponsored by the Council of Chief State School Officers, is a followup of an initial project that provided fundamental career education information to the Council. As such, it adds to the existing body of knowledge relating to career education on the State level.

Contents: Questions asked are: 1) What is really happening at the State level? 2) How, and to what degree, is the State Education Agency (SEA) involved in career education efforts? 3) Who (both in the SEA and around the State) is involved in career education efforts? 4) What kinds of funds (in terms of source and amount) are being utilized to support career education and related activities?

This research was conducted to ascertain the status of career education in the States, the use of newly developed curricular materials, patterns (or trends) of growth or evolvement, and methods used in the States to evaluate the effectiveness of career education programs.

The first section of the project establishes lists of State directors and their positions in organizational structures, sources of funding for positions, pupil involvement, teacher involvement, and an analysis and synthesis of the findings. The second section handles evaluation and its problems, status, and prospects. The third section analyzes State legislation, and the final section gives conclusions and implications based on the general status, evaluations, and implications. Excellent tables are used throughout the work.

Comment: This is a current report of value to local program staff interested in the hierarchy of State programs and to State directors and coordinators wishing to consult others with similar positions. It should also be useful to anyone wishing to implement State-level funding procedures.

Cross Reference: Other publications of the Council of Chief State School Officers may be found under entries 5, 95, and 118.

101

Subject: Trends (empirical)
Author: Worthington, Robert M.
Title: *Career Education in the U.S. Today: What It Is, Where, and the Results So Far: Project Baseline Supplemental Report*

Organization: Technical Education Research Centers, Inc.,
Washington, DC

Date: 1974

Number of Pages: 55

Availability: ED 099 693

Levels: All

Populations: All

Purpose: This explicit and orderly report gives an overall view of chronology, definitions, status, financing, and future prospects of career education. Prepared for Project Baseline by Robert M. Worthington, formerly Associate U.S. Commissioner of Education for Adult, Vocational, and Technical Education, and later Visiting Professor at Rutgers University, the survey deals with both the successes and failures of efforts to promulgate concepts of career education.

Contents: Worthington uses conventional sources in tracing the history of career education. He touches on the proliferation of definitions, noting a dozen State examples.

In considering the career education continuum, the writer cites the growth of the New Jersey Technology for Children program from development of 21 teachers in 1966 to 3,000 in 1974. He sees group occupational exploration as a promising development and describes the data-gathering work of Project Baseline in ascertaining the condition of career education.

In surveying implementation of career education, the author briefly considers the activities of nine States. Of the four models developed through the U.S. Office of Education's National Center for Research and Development, Worthington regards model I (school-based) as the most promising. He lauds the implementation of a systemwide career education curriculum by Hackensack, New Jersey.

After citing difficulties in gathering accurate information, the author suggests that 71 percent of Federal funding for career education comes from funds appropriated for vocational education, with a resulting lack of money for research and development. He points out the Federal Government's failure to allocate funds for this "supposedly high priority activity."

In assessing the prospects for career education, the author stresses assistance for the poor and minorities as imperative and recognizes that there must be expanded opportunities for women. To meet all of its promises, he believes career education must involve business, industry, labor, government, and community as well as educators. He sees its future resting finally on adequate funding by Congress.

Comment: The report contains footnote references and three illustrative tables pertaining to expenditures for career education on State and national levels, especially as they relate to educational categories.

102

Subject: Trends (organizational)
Author: Smoker, David
Title: *Career Education: Current Trends in School Policies and Programs*
Organization: National School Public Relations Association, Arlington, VA
Date: 1974
Number of Pages: 72
Availability: ED 096 429
Levels: All
Populations: All

Purpose: This career education special report is one of a series designed "to provide school practitioners at all levels, and others concerned with education, with the most up-to-date information on problems which are at the core of today's constantly changing education scene."

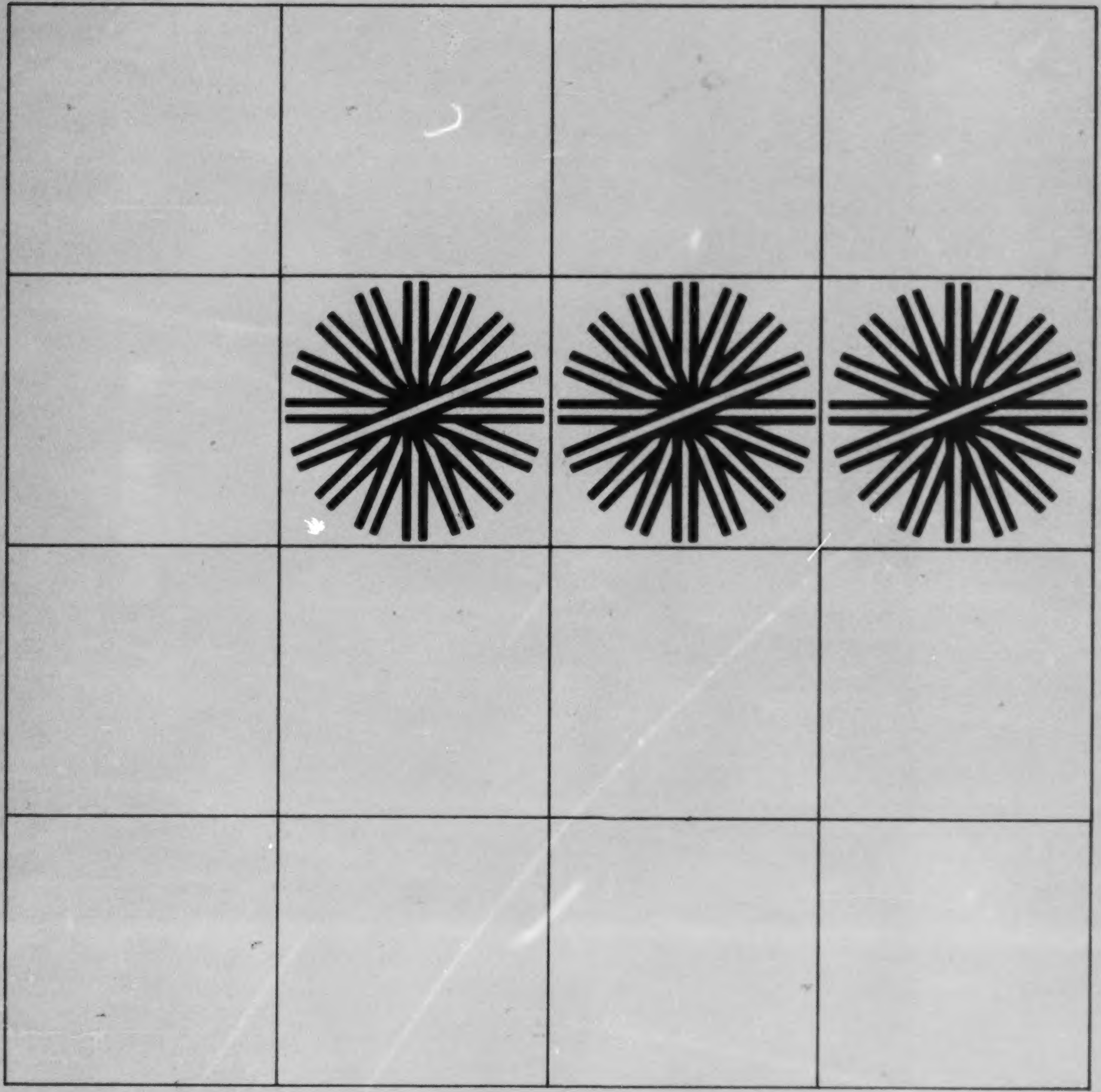
Contents: Written by David Smoker, this study provides an overview of the state of education today and elucidates the position of career education within that framework. In the early chapters, he quotes heavily from the works of career education leaders. After considering the usual concerns of career education such as sequential processes for implementing career education and relationships between education and employers, Smoker surveys the pros and cons of support for career education.

Here he outlines such objections as obscurity of definition, forced choice of occupation, and possible "watering down" of academic excellence. He quotes black leaders who find career education suspect and touches on the objection of women's group representatives to occupational role stereotyping. Under the heading "The Unions Speak," the writer reviews labor's objections to the employer-based models as well as to the possible weakening of minimum wage and child labor laws.

The concluding and functional chapters of the study deal with promising State programs. (Each includes an address for further information.) Additional useful material includes descriptions of effective career education innovations such as the Skyline Career Development Center in Dallas and the Vocational Interdisciplinary Program in South Carolina. Other informational aids include addresses for and summaries of physical facility innovations, Air Force instructional programs, and lists of career guidance sources.

In the matter of guidance, the report suggests needed improvements in such areas as group counseling and greater emphasis on job placement and followup procedures.

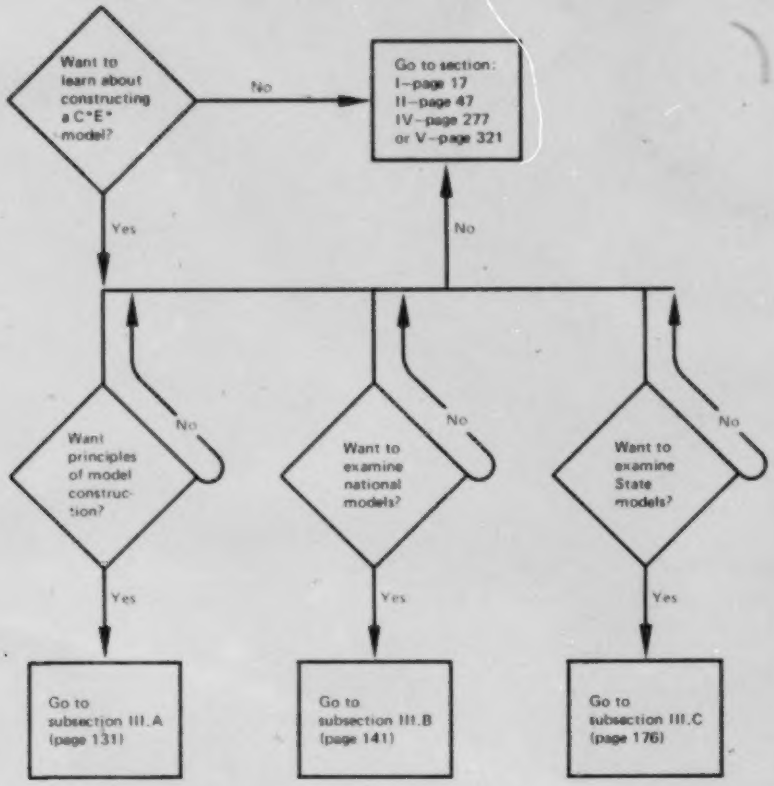
Section III Models and Programs in Career Education



SECTION III:
MODEL AND PROGRAM CONSTRUCTION IN CAREER EDUCATION

The material in section III has been assembled and organized to facilitate your investigation of model and program construction in career education. In the flow diagram, the word "model" is used as an abbreviation to refer to *both* models and programs.

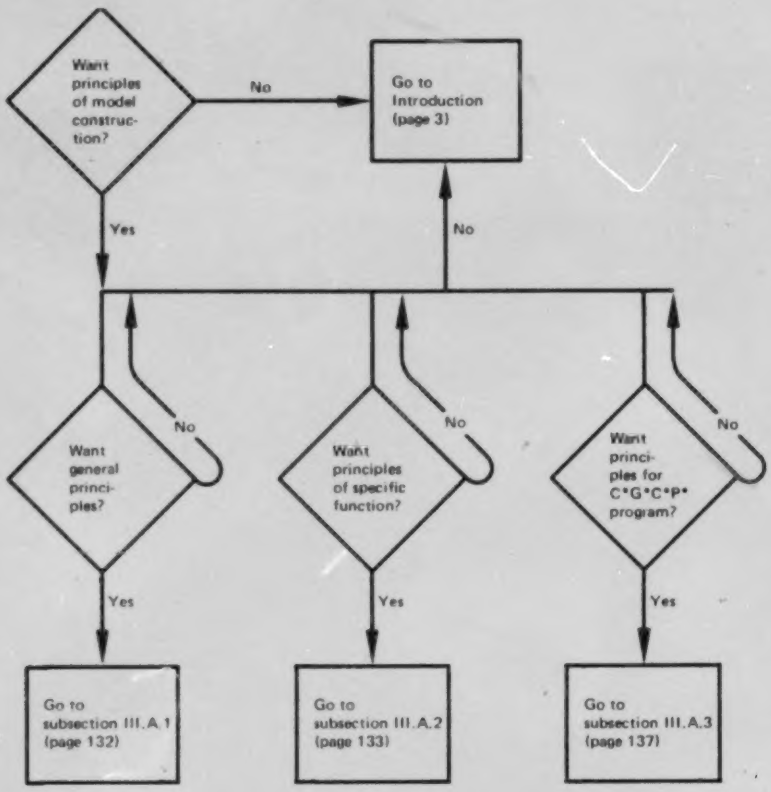
The items described in this section of the GUIDE can be reached by following this decision path:


Want to learn about constructing a C*E* model?
No
Go to section:
I–page 17
II–page 47
IV–page 277
or V–page 321
Yes
No
Want principles of model construction?
No
Want to examine national models?
No
Want to examine State models?
No
Yes
Yes
Yes
Go to subsection III.A (page 131)
Go to subsection III.B (page 141)
Go to subsection III.C (page 176)

III.A: Principles of Model and Program Construction

Among the material on model and program construction, subsection III.A zeroes in on the principles involved in model and program construction.

In order to pursue the material in this subsection you need to choose according to the following decision path:


Want principles of model construction?
No
Go to Introduction (page 3)
Yes
No
Want general principles?
No
Want principles of specific function?
No
Want principles for C*G*C*P* program?
No
Yes
Yes
Yes
Go to subsection III.A.1 (page 132)
Go to subsection III.A.2 (page 133)
Go to subsection III.A.3 (page 137)

III.A.1: General Principles

The title included in subsection III.A.1 (general principles of model and program construction) is:

Borgen; Davis. *Planning, Implementing, and Evaluating Career Preparation Programs.*

Borgen's work provides a good overview of the planning, implementing, and evaluating functions which must be incorporated into a career education model and program. Other suggestions of such nature are also included in subsection III.A.3 where those functions are specifically applied to the career guidance, counseling, and placement phases of a total career education program.

103

Subject:	Principles of model construction (general)
Authors:	Borgen, Joseph A.; Davis, Dwight E.
Title:	*Planning, Implementing, and Evaluating Career Preparation Programs*

Date:	1974
Number of Pages:	472
Availability:	McKnight Publishing Co., Bloomington, IL, $38.00 list, $28.50 to schools
Levels:	All
Populations:	All
Purpose:	The product of the Illinois Occupational Curriculum Project of the Illinois Division of Vocational and Technical Education, this manual presents practical, field-tested guidelines to assist local leaders with planning, implementing, and evaluating career preparation programs. Guidelines have been field tested throughout Illinois by high schools, vocational schools, and community colleges.
Contents:	The contents are divided into four areas: 1) program identification, 2) program development, 3) implementation, and 4) evaluation. Each section includes detailed practical activities and step-by-step procedures for conducting a variety of required ancillary programs related to career preparation (e.g., manpower supply and demand surveys; writing student performance objectives based on identifiable competencies; utilizing occupational advisory committees; recruiting students; and followup student surveys). Each section contains forms, letters, reports, and a variety of material useful in implementing a post-high-school career preparation program. Furthermore, this material could be adapted to elementary and junior or senior high school programs. The initial section, "Program Management Objectives Writing Packet," serves as an example of the utilization of the manual. The writing packet includes forms, suggestions, and examples of how to write measurable program management objectives. The section refers to other material within the manual that may clarify or help implement the writing of objectives.
Comments:	This is a highly useable source for anyone interested in the processes of identifying, developing, implementing, and evaluating career preparation programs.

III.A.2: Specific Functions

The titles included in subsection III.A.2 (specific functions pertaining to model and program construction) are:

Cost Estimating:

Cline. *Design, Assessment, and Recommendation for Reporting Education Program Research and Development Costs and for Estimating Service Delivery Costs of Program Adopters.*

Proposed Model Career Education System for the (blank) Public Schools.

Evaluation:

Handbook for the Evaluation of Career Education Programs (Draft)
Tuckman; Carducci. *Evaluating Career Education: A Review and Model.*

The management of career education will falter in the absence of careful simultaneous attention to program costs and program effectiveness. Both Cline and the *(blank) Public Schools* model deal specifically with cost concepts which must be considered in constructing and implementing a model and program of career education. The *Handbook* and Tuckman both provide detailed help for evaluation in constructing and implementing career education programs.

104

Subject: Principles of model construction (cost estimating)

Author: Cline, Charles H.

Title: *Design, Assessment, and Recommendations for Reporting Education Program Research and Development Costs and for Estimating Service Delivery Costs of Program Adopters*

Organization: Aries Corporation, Minneapolis, MN

Date: July 26, 1974

Number of Pages: 219

Levels: All

Populations: All

Purpose: The report concerns an assignment undertaken by Aries Corporation to design a system for reporting educational program development costs and estimating service delivery costs.

Contents: An explanation of economic and accountancy cost definitions and considerations as related to applied social sciences (human services) and as contrasted with the physical sciences opens this well-constructed expository study. After describing an adequate system, the study makes comparisons with systems used by three of the four experience-based career education (EBCE) projects of the National Institute of Education.

The report points out the sequential relationship between reporting program research and development costs and describing and estimating startup and operational costs of service delivery of a program once developed. The study addresses both adopter "as is" costs (upper and lower levels) and adopter incremental costs and suggests that products and subproducts be considered in assessing development activities.

After extensive descriptions and assessments of the information systems of Models II (a program for grades 11 and 12), III, and IV (both primarily adult, nonstudent oriented) of the EBCE program, the report recommends consideration of a system such as the one designed and described but recognizes the difficulties of total adoption because of the advanced stages of the project. The study includes the agenda and activities of a meeting of staffs in Chicago for the purpose of coordinating efforts in cost reporting.

Comment: The report contains a high proportion of analytical and illustrative charts and diagrams and includes two appendixes, one a formal specification of cost treatment and the other a second cost analysis of the Northwest Regional Educational Laboratory (NWREL).

Cross Reference: The EBCE materials referred to in this document are treated more fully in entry 116.

105

Subject: Principles of model construction (cost estimating)

Title: *Proposed Model Career Education System for the (blank) Public Schools*

Organization: University Research Corporation, Washington, DC

Date: May 1973

Number of Pages: 18

Availability: ED 097 422

Levels: All

Populations: All

Purpose: The general objective of the proposed model is to establish guidelines for estimating the costs of a career education program at all grade levels. The estimate applies to numbers of students, teachers, and schools in the system.

Contents: In outline form, estimates of annual costs include teacher inservice training, dropout prevention, counseling, career exploration, and vocational education. Within these areas are cost breakdowns for materials, aides, pupil services, and teacher specialists (e.g., remedial reading). Costs for additional central office supervisory staff and a schedule for implementation of recommended programs are also included.

The division of career education and job placement is recommended as a means of involving the community, business, industry, and professional resources in the task of enriching the school programs and in making career education a reality.

Comment: The readable style and the presentation of cost estimates in a tabular form facilitate the application of cost estimating to career education.

106

Subject:	Principles of model construction (evaluation)
Title:	*Handbook for the Evaluation of Career Education Programs (Draft)*
Organization:	Development Associates, Inc., Washington, DC
Date:	August 15, 1974
Sponsor:	Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages:	150
Availability:	ED 099 682
Levels:	All
Populations:	All

Purpose: Recognizing career education as "an important response to the call for reform" in present-day education, this draft monograph outlines the steps necessary for producing an effective career education evaluation plan. It has the stated purpose of furthering the definition of career education and providing a plan for assessing the results of its implementation.

Contents: In the first three chapters the authors present a list of student-outcome objectives, a projected plan, and methods of preparing an overview of a program. The remaining nine chapters elaborate on procedures outlined in the overview.

In very general terms, the planners identify the four phases of an evaluation plan as definition of the problem, preparation of design, implementation of design, and report of findings. They see evaluation as a continuous cyclical process. The study emphasizes objectives drawn from operational definitions based on student outcomes.

In an evaluation design worksheet, individual columns are keyed to specific chapters dealing with the entire list of 13 recommended steps (e.g., preparing data analyses, collection plans, and selection or development of instruments).

In considering instruments, the document 1) includes a list of recommended texts and suggests guidelines for locally developed tests; 2) gives advice about control groups, sampling procedures, and comparison groups; and 3) touches on the importance of knowing why an activity succeeds in addition to learning how well. The *Handbook* further suggests methods for designing effective questionnaires and stresses the importance of careful training for data collection staff.

Comment: The draft document contains a list of tables arranged by chapters and an appendix which includes a partial bibliography.

107

Subject:	Principles of model construction (evaluation)
Authors:	Tuckman, Bruce W.; Carducci, Joseph A.
Title:	*Evaluating Career Education: A Review and Model*
Organization:	ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, NJ
Date:	December 1974
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	35
Availability:	ED 102 212
Levels:	All
Populations:	All
Purpose:	An extensive review of the literature relating to evaluation, and specifically to career-education evaluation, is utilized to establish the rationale for the proposed model. Eight similar evaluations are analyzed in order to establish criteria and to warn of possible pitfalls.
Contents:	Through the literature review, six indexes of the adequacy of career education programs are suggested: self-awareness, career-awareness, decisionmaking skills, overall school behavior, career competencies, and career attitudes and interests. All these indexes must be measured through an experimental design (or quasi-experimental design), including pretest and posttest data rather than case studies. The data must be quantitive and, therefore, capable of being statistically analyzed. The authors recommend research followup to further evaluate the programs and establish the validity of the initial testing procedures, and caution against a large dissimilarity in maturation levels between the experimental and control groups. A table illustrates the proposed model. This model for evaluation of career education is applicable to similar programs and can be translated into the needs of such programs.

III.A.3: Career Guidance Aspects

The titles included in subsection III.A.3 (career guidance, counseling, and placement aspects of a career education program) are:

Gysbers; Moore. *Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide. A Life Career Development Perspective.*

Jones; Hamilton; Ganshow; Helliwell; Wolff. *Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report.*

Kester; Howard. *Factors Critical to the Adoption of Career Guidance Systems.*

Walz; Miller; Mintz. *Information Analysis and Targeted Communications Program for Improving the Quality and Expanding the Amount of Occupational Exploration and Career Planning: A Guide to Developing Career Guidance Programs Kindergarten through Post High School. Final Report.*

Considerable effort has gone into the modeling process for planning, developing, and evaluating the career guidance, counseling, and placement aspects of a career education program. All four titles listed in this subsection provide specific help for the conduct of such a modeling and program implementation process. Kester and Howard additionally identify the critical factors involved in the adoption of career guidance systems.

108

Subject:	Principles of model construction (career guidance)
Editors:	Gysbers, Norman C.; Moore, Earl J.
Title:	*Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide. A Life Career Development Perspective*
Organization:	University of Missouri, Columbia, MO
Date:	February 1974
Sponsor:	Office of Career Education, U.S. Office of Education, Washington, DC
Number of Pages:	167
Availability:	ED 092 767
Levels:	All
Populations:	All
Purpose:	Developed by the Career Guidance, Counseling, and Placement Project staff of the University of Missouri at Columbia, and sponsored by the U.S. Office of Education, the project has as its purpose aiding States in the preparation of guides for use by local educational agencies. Designed to provide illustrative steps in building a program for career guidance, counseling, and placement, this publication makes no claim of complete coverage of the subject. The authors propose rather to describe a program which can be expanded and elaborated upon as needed.
Contents:	The text's five chapters consider matters of rationale; articulation of concepts; goals, objectives and activities; development of personnel functions and organizational patterns; and installation and management of an evaluation-based program. Following a rationale statement which incorporates earlier guidance and counseling concepts into a contemporary context of total human development, the authors describe the characteristics of a good model, which they term the "Career Conscious Individual Model for Education." They

identify knowledge, skill, and attitude domains for such a program and see its two major delivery systems as the instructional program plus career guidance, counseling, and placement activities.

In considering the sequential development of goals, the authors illustrate methods of expanding and implementing the theme "individuals are unique" through activities based on Science Research Associates' FOCUS kit.

The authors discuss apportionment of personnel time under such headings as curriculum-based, individual facilitation, and oncall activities. They include typical schedules and describe placement center characteristics.

An 88-page appendix contains model examples of concepts, goals, and activities. The document concludes with an annotated bibliography.

109

Subject: Principles of model construction (career guidance)

Authors: Jones, G. Brian; Hamilton, Jack A.; Ganschow, Laurie H.; Helliwell, Carolyn B.; Wolff, Jurgen B.

Title: *Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report. Final Report*

Organization: American Institutes for Research in the Behavioral Sciences, Palo Alto, CA

Date: June 1972

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 113

Availability: ED 064 663

Levels: Grades K-12

Populations: All

Purpose: The result of four years' continuous research and evaluation, this study provides assistance to guidance personnel in building a comprehensive career guidance system. A significant part is the description, in the fifth chapter, of 12 products and 86 process objectives that help translate a comprehensive career guidance system planning process into an operational outcome format.

Contents: Initially the report gives an overview, some conclusions, and recommendations for the program. Such a comprehensive system has as its express purpose the enabling of all students to learn and practice a problemsolving process which they can apply to each area of their career planning and development. The second purpose is to assist young people in setting and achieving career goals and related objectives appropriate to individual needs. Key concepts and definitions clarify terminology, major characteristics, and related processes of a systemic planning model.

The products of such a program should lead to a planning model, a training program for personnel, and the materials and procedures necessary for implementation.

To establish the validity of the model, three programs were tested. The resulting recommendations are found in the study.

An assessment of needs, goal statements, and performance objectives is given. The evaluation of a guidance program must include evaluations of product, process, and the program's side effects. Finally the how-to-do-it section of the study gives the implementation procedures necessary for a comprehensive guidance program.

Comment: This is a very thorough study, properly field tested and based on scientific investigation of the highest order. It is worth considering by anyone desiring to implement such a guidance program in a career education setting.

110

Subject: Principles of model construction (career guidance)

Authors: Kester, Ralph J.; Howard, John, Jr.

Title: *Factors Critical to the Adoption of Career Guidance Systems*

Organization: Paper presented at Annual Meeting of the American Vocational Education Research Association, New Orleans, LA, December 1974

Date: December 11, 1974

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 29

Availability: ED 105 156

Levels: All

Populations: All

Purpose: In this study the progress of faculty and staff responses to the adoption of an innovative career guidance system in six high schools is described, assessed, and traced. From the resultant material, the authors present a model, a method, and some generalizations about the factors influencing adoption of the guidance system.

Contents: The document includes definitions of basic structural elements of a career guidance system, phases of adoption for putting the process into a time dimension, factors which may affect the process as the basic elements interact during adoption, a description of the data collection and data analysis procedures, concluding hypotheses, and a checklist of factors influencing all stages of adoption, initiation, implementation, and continued use.

Comment: Specific findings are not presented.

111

Subject: Principles of model construction (career guidance)

Authors: Walz, Garry; Miller, Juliet V.; Mintz, Rita

Title: *Information Analysis and Targeted Communications Program for Improving the Quality and Expanding the Amount of Occupational Exploration and Career Planning: A Guide to Developing Career Guidance Programs Kindergarten through Post High School. Final Report*

Organization: ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Ann Arbor, MI

Date: June 1974

Number of Pages: 116

Availability: ED 099 766

Levels: All

Populations: All

Purpose: The purpose of the document is to stimulate the development of career guidance programs.

Contents: Each chapter begins with a clear statement of goals. An inventory checklist is offered when the study assesses the current status of career guidance programs. Characteristics of the student, the learning climate, and the community are analyzed and related to the suggested programs. Objectives, selected approaches, and staffing patterns are offered.

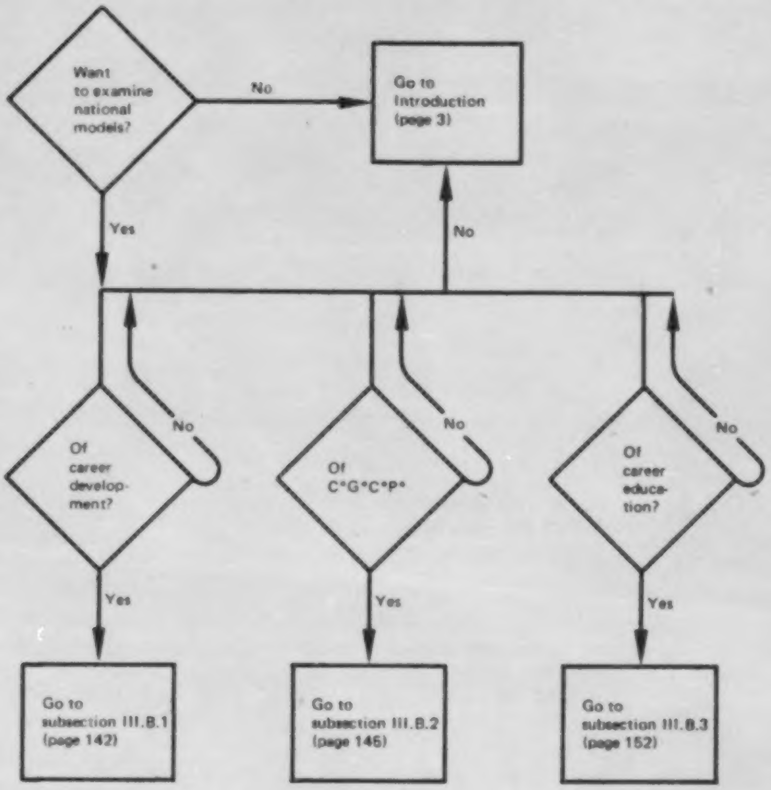
As presented, the program design, implementation, evaluation, and renewal provide specifics and operational procedures. An appendix of additional resources is offered.

Comment: The study has value for those wishing to establish similar programs. It is readable and understandable.

III.B: National Models and Programs

Among the material on model and program construction in career education, subsection III.B isolates national programs and models. In this subsection, an entry number frequently covers several different publications; in such cases, all the citations are listed first and a single description of the entire entry follows.

In order to investigate the material on national models, you need to choose according to the following decision path:


Want to examine national models?
No
Go to Introduction (page 3)
Yes
No
No
Of career development?
No
Of C*G*C*P*
No
Of career education?
Yes
Yes
Yes
Go to subsection III.B.1 (page 142)
Go to subsection III.B.2 (page 146)
Go to subsection III.B.3 (page 152)

III.B.1: Career Development Models and Programs

The titles included in subsection III.B.1 (national career development models and programs) are:

American Institutes for Research:

Mitchell; Unruh; Jones. *Technical Report of a Conference on Career Decision Making.*

Mitchell; Jones; Krumboltz. *A Social Learning Theory of Career Decision Making.*

ERIC Clearinghouse on Counseling and Personnel Services:

Programs and Practices in Life Career Development.

The American Institutes for Research model is particularly designed to guide research planning in the study of social learning theory of career development. The ERIC Clearinghouse on Counseling and Personnel Services document recommends actual programs and practices for the facilitation of life career development.

112

Subj[illegible] National models (career development)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Authors: Mitchell, Anita M.; Unruh, Waldemar; Jones, G. Brian

Title: *Technical Report of a Conference on Career Decision Making*

Organization: American Institutes for Research, Palo Alto, CA

Date: March 1974

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 211

Levels: All

Populations: All

B

Authors: Mitchell, Anita M.; Jones, G. Brian; Krumboltz, John D.

Title: *A Social Learning Theory of Career Decision Making: Final Report*

Organization: American Institutes for Research, Palo Alto, CA

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 218

Levels: All

Populations: All

A–B

Purpose: Encompassing input from the fields of psychology, economics, sociology, guidance, and education, this study is concerned with a social learning theory analysis of career decisionmaking (CDM). The term "career" was delimited to focus on only educational and occupational decisionmaking.

Contents: Beginning with a discussion of the nature and value of theory construction and a definition of terms basic to theory building, the *Final Report* moves to a description of social learning as learning that takes place through observation as well as through direct experience. Some of the factors inherent in this theory which might influence career decisionmaking include genetic endowment and environmental characteristics.

The *Final Report* examines the literature relevant to the social learning theory and suggests that the subject of career decisionmaking has received more attention from empiricists than from program developers. The authors outline a suggested program approach to career decisionmaking research with recommendations for immediate action and a statement of research and development priorities.

The concluding chapter of the *Final Report* details resources for career decisionmaking research. Eight appendixes deal with identification of conference personnel, bibliography, identification of career researchers and programs, and procedures for coding and using the career research data index.

The *Technical Report* describes procedures of a miniconference held in conjunction with the CDM study. Conferees considered key issues related to career decisionmaking in order to provide input for the National Institute of Education in charting further research in this area.

Six groups of key policy and program issues were defined. (The *Technical Report* summarizes each presentation and reaction and, in a separate chapter, presents research and development concerns in question form keyed to the numbers of the six original statements.) Each presenter (Stephen P. Dresch, Russell Rhyne, David V. Tiedeman and Anna Miller-Tiedeman, Rue Bucher, Martin R. Katz and Samuel H. Osipow) prepared a position paper intended to define critical policy and/or program needs for research and development. Reactors (Michael Olneck, Harry A. Grace, Thomas L. Hilton, Ronald M. Pavalko, Barbara Varenhorst, and Dale J. Prediger) prepared commentaries, and discussion followed presentation of each pair of papers.

Key issues included such points as evaluation of monetary and nonmonetary rewards in the CDM process, the effect of changing cultures on the process, differentiation of career selections, and the possible influence of the interaction of learning experiences in occupational selections.

113

Subject: National models (career development)
Title: *Programs and Practices in Life Career Development*
Organization: ERIC Clearinghouse in Counseling and Personnel Services, University of Michigan, Ann Arbor, MI
Date: 1974
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 241
Availability: ED 094 310
Levels: All
Populations: All

Purpose: Listed are summaries of exemplary programs and/or practices which relate to career development and planning. This document was compiled for American Personnel and

Guidance Association (APGA) IMPACT Workshops and contains summaries of talks by authorities on the topic.

Contents: Examples of content include such topics as career exploration for the high school woman, world of work in an elementary school, and career education as a total delivery system. The summaries are concise with excellent use of examples, charts and figures. It is a good overview of contemporary research on the topic.

III.B.2: Career Guidance, Counseling, and Placement Models and Programs

The titles included in subsection III.B.2 (national career guidance, counseling, and placement models and programs) are:

Agency for Instructional Television:

Bread and Butterflies: A Curriculum Guide for Teachers.

American Institutes for Research:

Ganschow; Helliwell; Hamiliton; Jones; Tiedeman. *Practical Career Guidance Counseling, and Placement for the Non-College Bound Student: A Review of the Literature.*
Jones; Tiedeman; Mitchell; Unruh; Helliwell; Ganschow. *Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Non-College Bound Youths: Final Report.*
Ganschow. *Case Studies in Practical Career Guidance, Number 1.*
Arutunian. *Case Studies in Practical Career Guidance, Number 2.*
Arutunian. *Case Studies in Practical Career Guidance, Number 3.*
Scott. *Case Studies in Practical Career Guidance, Number 4.*
Arutunian. *Case Studies in Practical Career Guidance, Number 5.*
Dayton. *Case Studies in Practical Career Guidance, Number 6.*
Scott. *Case Studies in Practical Career Guidance, Number 7.*
Helliwell. *Case Studies in Practical Career Guidance, Number 8.*
Scott. *Case Studies in Practical Career Guidance, Number 9.*
Helliwell. *Case Studies in Practical Career Guidance, Number 10.*
Dayton. *Case Studies in Practical Career Guidance, Number 11.*
Wolff. *Case Studies in Practical Career Guidance, Number 12.*
Hopkins. *Case Studies in Practical Career Guidance, Number 13.*

The Agency for Instructional Television has provided videotaped material useful in combining affective education and career education. The American Institutes for Research provides a planning, structuring, and evaluating process in which the integration of careers by individuals becomes possible. Their model also includes cases of innovative practices in career guidance, counseling, and placement.

A related document by the ERIC Clearinghouse on Counseling and Personnel Services is presented in subsection III.B.1.

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Subject: National models (career guidance, counseling, and placement)

Title: *Bread and Butterflies*

Organization: Agency for Instructional Television, Bloomington, IN
Date: 1974
Levels: Ages 9-12
Populations: All

Purpose: Created under the supervision of the Agency for Instructional Television (AIT), with the support of a consortium of 34 educational and broadcasting agencies and corporate support, *Bread and Butterflies* is a career development series for children aged 9 to 12. It has as its stated purpose the fusing of the practical and stable with freedom and change.

Contents: *Bread and Butterflies* consists of a comprehensive curriculum guide together with fifteen 15-minute color television programs, an informational program, an inservice teachers' plan, and related workshop materials.

The curriculum guide provides instructions for its use as well as specific plans for each of the 15 programs. The plan features two levels of difficulty for each lesson. Each presentation includes a lesson theme, teaching goal, suggested before- and after-viewing activities and questions, and short- and long-term activities.

With segments presented under such headings as "The Way We Live" (lifestyles), "Me, Myself and Maybe" (self-clarification), and "Treasure Hunt" (self-independence and the economic system), the program focuses on the relationship between pupils' lives and the world of work.

A one-day workshop to introduce and evaluate the *Bread and Butterflies* series was sponsored by the Iowa Department of Public Instruction in 1974. A report is available (ED 114 493).

Comment: The curriculum guide also lists additional supplementary films, cassettes, and related materials available from AIT, a nonprofit American-Canadian organization.

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Subject: National models (career guidance, counseling, and placement)

The 15 publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Authors: Ganschow, Laurie H.; Helliwell, Carolyn B.; Hamilton, Jack A.; Jones, G. Brian; Tiedeman, David V.
Title: *Practical Career Guidance, Counseling, and Placement for the Non-College Bound Student: A Review of the Literature*
Organization: American Institutes for Research, Palo Alto, CA

Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 199
Availability: ED 080 919
Level: Secondary school
Population: Non-college bound

B

Authors: Jones, G. Brian; Tiedeman, David V.; Mitchell, Anita A.; Unruh, Waldemar; Helliwell, Carolyn B.; Ganschow, Laurie H.
Title: *Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Non-College Bound Youths: Final Report*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 103
Availability: ED 082 073
Level: Secondary school
Population: Non-college bound

C

Author: Ganschow, Laurie H.
Title: *Case Studies in Practical Career Guidance, Number 1: Baltimore Placement and Follow-up Program, Baltimore City Schools, Baltimore, Maryland*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 23
Availability: ED 076 927
Level: Secondary school
Population: Non-college bound

D

Author: Arutunian, Carol Ann
Title: *Case Studies in Practical Career Guidance, Number 2: Career Development Center, Troy High School, Fullerton, California*
Organization: American Institutes for Research, Palo Alto, CA

Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 13
Availability: ED 076 928
Level: Secondary school
Population: Non-college bound

E

Author: Arutunian, Carol Ann
Title: *Case Studies in Practical Career Guidance, Number 3: Career and Educational Planning Program, Pioneer Senior High School, San Jose, California*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 20
Availability: ED 078 332
Level: Secondary school
Population: Non-college bound

F

Author: Scott. Thelma J.
Title: *Case Studies in Practical Career Guidance, Number 4: Career Guidance Program, Hood River Valley High School, Hood River, Oregon*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 20
Availability: ED 078 333
Level: Secondary school
Population: Non-college bound

G

Author: Arutunian, Carol Ann
Title: *Case Studies in Practical Career Guidance, Number 5: Computerized Vocational Information System, Willowbrook High School, Villa Park, Illinois*
Organization: American Institutes for Research. Palo Alto, CA
Date: June 1973

Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 22
Availability: ED 078 334
Level: Secondary school
Population: Non-college bound

H

Author: Dayton, Charles W.
Title: *Case Studies in Practical Career Guidance, Number 6: Coordinated Vocational and Academic Education, North Gwinnett High School, Suwanee, Georgia*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 22
Availability: ED 078 335
Level: Secondary school
Population: Non-college bound

I

Author: Scott, Thelma J.
Title: *Case Studies in Practical Career Guidance, Number 7: Developmental Career Guidance Project: Detroit Public Schools, Detroit, Michigan*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 24
Availability: ED 078 336
Level: Secondary school
Population: Non-college bound

J

Author: Helliwell, Carolyn
Title: *Case Studies in Practical Career Guidance, Number 8: Employability Development Team, Cleveland Public Schools, Cleveland, Ohio*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC

Number of Pages: 29
Availability: ED 078 337
Level: Secondary school
Population: Non-college bound

K

Author: Scott, Thelma J.
Title: *Case Studies in Practical Career Guidance, Number 9: Job Development Program, Cleveland Public Schools, Cleveland, Ohio*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 18
Availability: ED 078 338
Level: Secondary school
Population: Non-college bound

L

Author: Helliwell, Carolyn
Title: *Case Studies in Practical Career Guidance, Number 10: Kimberly Guidance Program, Kimberly High School, Kimberly, Idaho*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 24
Availability: ED 078 339
Level: Secondary school
Population: Non-college bound

M

Author: Dayton, Charles W.
Title: *Case Studies in Practical Career Guidance, Number 11: Lenawee (Placement) Vocational-Technical Center and Placement Program, Adrian, Michigan*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 20
Availability: ED 078 340

Level: Secondary school
Population: Non-college bound

N

Author: Wolff, Jurgen M.
Title: *Case Studies in Practical Career Guidance, Number 12: Occupational Learning Center, Syracuse City School District, Syracuse, New York*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 29
Availability: ED 078 341
Level: Secondary school
Population: Non-college bound

O

Author: Hopkins, Laurie I.
Title: *Case Studies in Practical Career Guidance, Number 13: Youth Career Action Program, San Jose Unified School District, San Jose, California*
Organization: American Institutes for Research, Palo Alto, CA
Date: June 1973
Sponsor: Office of Planning, Budgeting, and Evaluation, U.S. Office of Education, Washington, DC
Number of Pages: 23
Availability: ED 082 078
Level: Secondary school
Population: Non-college bound

A–O

Purpose: The U.S. Office of Education (USOE) in 1972 contracted with the Youth Development Research Program of the American Institutes for Research (AIR) to synthesize evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for non-college-bound students. The publications under review resulted from this project.

Contents: In *Practical Career Guidance, Counseling, and Placement for the Non-College Bound Student: A Review of the Literature,* the authors accepted the USOE assumptions about the current needs for practical career guidance, counseling, and placement for non-college-bound students and investigated the literature that would implement the realignment necessary to accomplish the identified needs. Specific attention was paid to women, minority students, and students from low income families and to the inability to obtain relevant occupational information and assistance in making career decisions and obtaining specific skill training. The literature review examines placement services, current computerized information processes for occupational and guidance purposes, and the education and training of guidance personnel, as well as credential requirements.

The 13 practical career guidance, counseling and placement programs selected had existed for at least one year and each contained at least one or more elements related to the desired alignment of practical counseling.

These documents summarize the literature and the 13 exemplary projects, and present a model for systematically planning, structuring, and evaluating career guidance, counseling, and placement for non-college-bound youths. The model is designed to operate so that each phase provides feedforward for the next phase and feedback for refinement of preceding phases. This approach is known as CIPP: Context evaluation; Input evaluation; Process evaluation; Product evaluation.

This evaluation approach provides the skeleton for the systematic model developed by AIR and applied to the framework for planning and evaluation that resulted from the project. Seventeen product objectives form this framework and are subdivided under the headings of "Planning Decisions and Context Evaluation," "Structuring Designs, Decisions and Input Evaluation," "Implementation Decisions and Process Evaluation," and "Proactive and Reactive Decisions and Product Evaluation."

The final result is a process which is basic to self-initiating, self-correcting, and self-motivated living. Each youth, in applying this model repeatedly and assiduously to his or her own decisions, integrates practical career guidance, whether or not he or she is non-college bound. This leads to purposeful action and, when the individual and such action become one, the individual becomes master of himself or herself and of his or her career. The career guidance, counseling, and placement programs have become individualized, personal, and capable of operation under the initiative of the individual.

Comment: These documents summarize a thorough, scientific, and involved study worth considering and studying by counselors and placement personnel.

III.B.3: Career Education Models and Programs

The titles included in subsection III.B.3 (national career education models and programs) are:

American Institutes for Research:

Proceedings of the National Advisory Panel, Career Education.
Dunn; Steel; Melnotte; Gross; Kroll; Murphy. *Career Education: A Curriculum Design and Instructional Objectives Catalog.*
Begle; Dunn; Kaplan; Kroll; Melnotte; Steel. *Career Choice and Development: An Annotated Bibliography for Career Education.*
Hall; Dunn; Gross; Kaplan. *Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education.*
Dunn; Stell. *Resource Book of Sample Lesson Units for Career Education. the AIR Career Education Curriculum and Curriculum Products.*
Plumley; Dunn. *Teacher's Guide to Career Education: Primary Grades.*
Plumley; Dunn. *Teacher's Guide to Career Education: Upper Elementary Grades.*
Plumley; Dunn. *Teacher's Guide to Career Education: Middle School Grades.*
Dunn; Steel. *Resource Book of Sample Lesson Units for Career Education.*
Egan; Schallenberger; Begle; Dunn; Kaplan; Kroll; Melnotte; Steel. *Resource Book of Low-Cost Materials for Career Education.*
Bergan; Edman; Carter. *Career Education Curriculum Development Program: Instructional Objectives.*
Armstrong; Carter; Dunn; Egan; Kroll. *Career Education: An Opportunity for Reassessing and Redesigning Local Curricula.*
Begle; Dunn; Kaplan; Kroll; Melnotte; Steel. *Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.*
Dunn. *The AIR Career Education Curriculum Development Project.*
Dunn. *Career Education Curriculum Development: Grades K-9: Final Report.*

Center for Occupational Education:

Morgan; Shook; Dare. *An Anthology of 15 Career Education Programs.*

Council of Chief State School Officers:

Jesser; Pinson. *Purposes and Goals of Career Education.*
Jesser; Carey. *Career Education and the State Education Agency.*
Jesser; Keilholtz. *The Development and Utilization of Curriculum Materials for Career Education.*
Jesser; Vanier. *Models, Elements, and Characteristics of Career Education.*
Career Education: *A Position Statement of the Council of Chief State School Officers.*

Enrichment of Teacher and Counselor Competencies in Career Education (ETC Project):

Peterson; Jackson; Tausig; Sutherland; Barford. *A Curriculum Design: Concepts and Components, K-6 Career Education.*
Peterson; Jackson; Tausig; Sutherland; Barford. *Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies.*

U.S. Office of Education/National Institute of Education School-Based Model:

Comprehensive Career Education Models: Problems and Prospects.
A First Step Toward Career Education: A Project to Identify, Compile, Catalogue, Analyze and Assess Past and Present Career Education Efforts to Support Comprehensive Career Education Model I.
Search and Assessment of Commercial Career Education Materials.

Taylor; Montague; Michaels. *An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model.*
Hull; Wells; Gross. *Diffusion Factors Associated with the Comprehensive Career Education Model Development and Acceptance of the Curriculum Units in Field Test Sites.*
Developmental Program Goals for the Comprehensive Career Education Model: With a Review.
Budke; Bettis; Beasley. *Career Education Practice: Final Report.*

U.S. Office of Education/National Institute of Education Experience-Based Model:

Goldhammer; Gardner; Heilman; Libby; Mokma; Rietfors. *Experience-Based Career Education: A Description of Four Pilot Programs Financed Through the National Institute of Education: Final Report.*
Goldhammer. *Extending Career Education Beyond the Schoolhouse Walls.*
Connolly; Maguire. *Explorations in Employer-Based Career Education.*
The Community is the Teacher: Experience Based Career Education.
Kershner; Blair. *Summative Evaluation of the RBS Career Education Program.*
Career Education Program: Final Evaluation Report: FY 1974.
Summative Evaluation Report 3: Interim Evaluation Report.
Experience-Based Career Education Final Evaluation Report FY 74: Volume I.
Experience-Based Career Education Final Evaluation Report FY 74: Volume II.
Interim Evaluation Report FY 74. Experience-Based Career Education.
Employer-Based Career Education: Evaluation Report FY 1973.
Final Evaluation Report of the NWREL Experience-Based Career Education Program.
Employer-Based Career Education. Evaluation Report FY 1973.
Career Education Program: Appendix A: A Listing of Evaluation Reports.
Rehmann. *Legal Issues in Experience Based Career Education.*

U.S. Office of Education/National Institute of Education Rural-Residential Model:

Conrad. *A Brief Overview of the Mountain-Plains Program.*
Fenenbock. *A Regional Career Education Program for Families.*
Leland. *A Systems Approach to Residential, Family Based Career Education.*
Perryman. *Academic Education Will Not Get It!*

The American Institutes for Research has provided an extensive instructional system for the creation of a K-9 career education program. Morgan, Shook, and Dare provide illustrations of innovative career education practices, while the Council of Chief State School Officers provides data on what has been developing in the various states in career education. The Enrichment of Teacher and Counselor Competencies in Career Education (ETC) is a project to provide support for counselors and teachers in planning and undertaking career education in their own schools.

The U.S. Office of Education initiated and the National Institute of Education continued four career education models, three of which are reported here, namely, the school-based, the experience-based, and the rural-residential-based models. The adult career education model had no material immediately available for public distribution at the time this GUIDE went to press.

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Subject: National models (career education)

The 15 publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Dunn, James A.
Title: *Career Education Curriculum Development: Grades K-9: Final Report*
Organization: American Institutes for Research, Palo Alto, CA
Date: October 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 89
Levels: Grades K-9
Populations: All

B

Title: *Proceedings of the National Advisory Panel, Career Education: Volume 1*
Organization: American Institutes for Research, Palo Alto, CA
Date: 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 205
Level: Grades K-9
Populations: All

C

Authors: Dunn, James A.; Steel, Lauri; Melnotte, Judith M.; Gross, David; Kroll, John; Murphy, Stephanie
Title: *Career Education: A Curriculum Design and Instructional Objectives Catalog: Volume 2*
Organization: American Institutes for Research, Palo Alto, CA
Date: April 1973
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 375
Levels: Grades K-9
Populations: All

D

Authors: Begle, Elsie P.; Dunn, James A.; Kaplan, Robert M.; Kroll, John; Melnotte, Judith M.; Steel, Lauri

Title: *Career Choice and Development: An Annotated Bibliography for Career Education: Volume 3*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 144
Levels: Grades K-9
Populations: All

E

Authors: Hall, Douglas C.; Dunn, James A.; Gross, David E.; Kaplan, Robert M.
Title: *Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education: Volume 4*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 131
Levels: Grades K-9
Populations: All

F

Authors: Dunn, James A.; Card, Josefina J.; Hall, Douglas C.; Armstrong, Terry R.; McLeod, Gordon K.; Deci, Edward L.; Lipi, Dewey
Title: *Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products: Volume 5*
Organization: American Institutes for Research, Palo Alto, CA
Date: July 4, 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 444
Levels: Grades K-9
Populations: All

G

Authors: Plumley, Deborah L.; Dunn, James A.
Title: *Teacher's Guide to Career Education: Primary Grades: Volume 6*
Organization: American Institutes for Research, Palo Alto, CA

Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 229
Levels: Grades K-3
Populations: All

H

Authors: Plumley, Deborah L.; Dunn, James A.
Title: *Teacher's Guide to Career Education: Upper Elementary Grades: Volume 7*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 253
Levels: Grades 4-6
Populations: All

I

Authors: Plumley, Deborah L.; Dunn, James A.
Title: *Teacher's Guide to Career Education: Middle School Grades: Volume 8*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 253
Levels: Grades 7-9
Populations: All

J

Authors: Dunn, James A.; Steel, Lauri
Title: *Resource Book of Sample Lesson Units for Career Education: Volume 9*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 323
Levels: Grades K-9
Populations: All

K

Authors: Egan, Jay; Shallenberger, Lisa; Begle, Elsie P.; Dunn, James A.; Kaplan, Robert M.; Kroll, John; Melnotte, Judith M.; Steel, Lauri
Title: *Resource Book of Low Cost Materials for Career Education: Volume 10*
Organization: American Institutes for Research, Palo Alto, CA
Date: September 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 318
Levels: Grades K-9
Populations: All

L

Authors: Bergan, John R.; Edman, Raymond D.; Carter, Norman D.
Title: *Career Education Curriculum Development Project: Instructional Objectives. Technical Paper No. 339-1*
Organization: American Institutes for Research, Palo Alto, CA
Date: October 1972
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 30
Levels: Grades K-9
Populations: All

M

Authors: Armstrong, Terry R.; Carter, Norman D.; Dunn, James A.; Egan, Jay; Kroll, John
Title: *Career Education: An Opportunity for Reassessing and Redesigning Local Curricula. Technical Report N. 339-12*
Organization: American Institutes for Research, Palo Alto, CA
Date: March 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 35
Levels: Grades K-9
Populations: All

N

Authors: Begle, Elsie; Dunn, James; Kaplan, Robert M.; Kroll, John; Melnotte, Judith M.; Steel, Lauri
Title: *Career Education: An Annotated Bibliography for Teachers and Curriculum Developers*
Organization: American Institutes for Research, Palo Alto, CA

Date: January 1973

Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC

Number of Pages: 312

Availability: ED 073 297

Levels: Grades K-9

Populations: All

O

Author: Dunn, James A.

Title: *The AIR Career Education Curriculum Development Project*

Organization: American Institutes for Research, Palo Alto, CA (Paper presented at the USOE-BAVTE Curriculum Center for Occupational and Adult Education Conference, Chicago, December 4, 1972)

Date: December 4, 1972

Number of Pages: 23

Availability: ED 072 259

Levels: Grades K-9

Populations: All

A–O

Purpose: All documents in this collection relate to a two-year project conducted by the American Institutes for Research under contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. The project's main concern was the restructuring of the basic K-9 curriculum with the purpose of enhancing students' knowledge of occupations and of themselves, of strengthening career decisionmaking skills, and of encouraging belief in the inherent dignity of work.

Contents: With educators and representatives of business and industry involved, the project produced career education literature reviews, a curriculum design and instructional objectives, curriculum guides, and sample learning units. A wide range of teachers in two northern California counties participated in field testing of the materials. Some schools had taken part in developing the materials and some had not.

In his final report, Director James A. Dunn describes the undertaking as "the first federally sponsored career education project to make a career education curriculum broadly available to the public." Its products include 10 numbered handbooks of 2,636 pages with 5 documents designed for use by school district planning personnel (group 1) and 5 for building or classroom personnel (group 2).

Group 1 addresses design, selection, specification, and evaluation of materials, while group 2 includes teacher guides, sample instructional units, and a resource book of low cost materials. Both collections have undergone extensive formative and summative evaluation.

Integral to the project are a symposium report, a technical paper on instructional objectives, and a final report which deals with the objectives, plan, results, implications, and potential of the program, including problems of dissemination and economic restraints.

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Subject:	National models (career education)
Authors:	Morgan, Robert L.; Shook, Mollie W.; Dare, J. K.
Title:	*An Anthology of 15 Career Education Programs, Vol. 2*
Organization:	North Carolina State University, Center for Occupational Education, Raleigh, NC
Date:	1973
Sponsor:	National Center for Educational Communication, U.S. Office of Education, Washington, DC
Number of Pages:	315
Availability:	ED 079 535
Levels:	All
Populations:	All
Purpose:	This source presents 15 representative career education programs, chosen from a survey of 41 throughout the country. Selection of the 15 programs representing a broad spectrum was determined by: 1) a philosophical basis; 2) the fact that they would be functioning in 1972-1973, and 3) the fact that they included a variety of budget patterns, funding sources, student clientele, staffing patterns, and career education curriculum design and implementation.
Contents:	Programs represent rural, urban, and suburban populations, varying in ethnicity. The selected programs represent the entire country geographically. Each program description includes the following: 1) geographic area and the specific schools therein, 2) goals and objectives, 3) the educational program, 4) administration of the program, 5) resources available to the program, 6) the interaction of the program with the community, and 7) the results of evaluations available. The anthology includes the names and addresses of the individuals to be contacted for further information. (This information may now be out of date.)
Comments:	This is a lengthy source, but worth consideration.

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Subject: National models (career education)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Authors: Jesser, David L.; Pinson, Nancy
Title: *Purposes and Goals of Career Education*
Organization: Council of Chief State School Officers, Washington, DC
Date: May 31, 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 23
Availability: ED 096 522
Levels: All
Populations: All

B

Authors: Jesser, David L.; Carey, E. Niel
Title: *Career Education and the State Education Agency*
Organization: Council of Chief State School Officers, Washington, DC
Date: May 31, 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 48
Availability: ED 096 525
Levels: All
Populations: All

C

Authors: Jesser, David L.; Keilholtz, Linda
Title: *The Development and Utilization of Curriculum Materials for Career Education*
Organization: Council of Chief State School Officers, Washington, DC
Date: May 31, 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 36
Availability: ED 096 523
Levels: All
Populations: All

D

Authors: Jesser, David L.; Vanier, Byron
Title: *Models, Elements, and Characteristics of Career Education*

Organization: Council of Chief State School Officers, Washington, DC
Date: May 31, 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 48
Availability: ED 096 524
Levels: All
Populations: All

E

Title: *Career Education: A Position Statement of the Council of Chief State School Officers*
Organization: Council of Chief State School Officers, Washington, DC (Paper presented by the Committee on Career Education and a Special Task Force of the Project "Strengthening State Leadership in Career Education")
Date: November 16, 1975
Number of Pages: 7
Levels: All
Populations: All

A–E

Purpose: Cognizant of State education agencies' unique position in attacking and solving statewide problems in education, the Council of Chief State School Officers established a career education project which produced a series of papers concerned with various aspects of career education.

Funded by the U.S. Office of Education and envisioned as useful to educators in State education agencies and to directors and coordinators in their efforts to "translate concepts into a workable and reliable (implementation and expansion) process in the individual states," the materials culminate with a position statement issued from Atlanta, Georgia, by a special task force with responsibility for strengthening State leadership in career education.

Contents: Spearheaded by David L. Jesser as project director and divided into five general parts (including the position paper), the series deals with: 1) concepts and common frames of reference in career education, 2) purposes and goals of career education with emphasis on careful definition, 3) descriptions of curricular materials developed for career education, 4) characteristics of models for career education, and 5) aspects of the State education agency's role in career education.

While two of the documents are statements of philosophy and the remaining three contain specific, illustrative material, an emphasis on producing workable, viable programs with realistic goals permeates all five documents. Each paper, with the exception of the position statement, contains a preface and explanatory notes.

The position paper, as the final document of the series, endorses career education as an instructional strategy (a means to an end rather than an end in itself), defines its basic purposes, stresses its comprehensive nature, and articulates a rationale for its integration into the existing educational structure.

Cross Reference: Other publications of the Council of Chief State School Officers may be found under entries 5, 95, and 100.

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Subject: National models (career education)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Authors: Peterson, Marla; Jackson, Ann; Tausig, Carl; Sutherland, Janet; Barford, Judith
Title: *A Curriculum Design: Concepts and Components, K-6 Career Education*
Organization: ETC Project, Center for Educational Studies, Eastern Illinois University, Charleston, IL
Date: June 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 369
Availability: ED 086 819
Levels: All
Populations: Counselors and teachers

B

Authors: Peterson, Marla; Jackson, Ann; Tausig, Carl; Sutherland, Janet; Barford, Judith
Title: *Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies*
Organization: ETC Project, Center for Educational Studies, Eastern Illinois University, Charleston, IL
Date: October 1972
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 201
Availability: ED 073 287
Levels: All
Populations: All

A–B

Purpose: The Enrichment of Teacher and Counselor Competencies in Career Education (ETC) project has as its purpose the development, evaluation, and dissemination of the following K-6 materials: 1) career education curriculum guides, 2) sample teaching–learning modules for the curriculum guides, and 3) a design of a career education instructional system.

Contents: These resource materials, produced by ETC project staff at Eastern Illinois University, provide major concepts and a bibliography for K-6 career education programs.

The annotated bibliography, designed primarily for staff research use, lists materials available up to October 1, 1972. The bibliography, the first publication of the project, contains research reports and articles, noncommercial instructional materials and curriculum guides, commercially prepared materials, and measurement and evaluation instruments. Commercially prepared materials fall into two categories: "Self" and "World of Work." Curriculum guides are listed alphabetically by State.

The curriculum design document identifies seven concepts of a career education program. The researchers regard the following four concepts as developmental: coping behaviors, decisionmaking, lifestyles, and self-development. Attitudes and appreciations, career information, and educational awareness are termed interacting dimensions and seen as concepts appropriate for all experience levels. Each major concept is developed with subconcepts through a readiness level and six experience levels which include pupil performance objectives.

Like the bibliography, the curriculum design document is regarded by staff as essentially a research tool disseminated to user groups for further evaluation. Its design does not include behavioral concept objectives. These will, instead, appear in later curriculum guides concerned with teaching strategies and other materials.

Both documents carefully explain decision procedures. The design document describes evaluation methods and criteria for arriving at concept definitions; it contains three appendixes, one a definition of terms and the other two working drafts of project materials concerning the organization of concepts.

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Subject: National models (career education)

The seven publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Comprehensive Career Education Models: Problems and Prospects*
Organization: Educational Policy Research Center, Syracuse University Research Corporation, New York, NY
Date: June 15, 1971
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 36
Availability: ED 072 227
Levels: Grades K-12
Populations: All

B

Title: *A First Step Toward Career Education: A Project to Identify, Compile, Catalogue, Analyze, and Assess Past and Present Career Education Efforts to Support Comprehensive Career Education Model I. Objectives. Volumes I, II, Appendices*
Organization: Palo Alto Educational Systems, Scottsdale, AZ
Date: January 31, 1972
Sponsors: U.S. Office of Education, Washington, DC; Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Number of Pages: 251
Availability: ED 060 224
Levels: Grades K-12
Populations: All

C

Title: *Search and Assessment of Commercial Career Education Materials*
Organization: Peat, Marwick, Mitchell and Co., Chicago, IL
Date: 1972
Sponsors: U.S. Office of Education, Washington, DC; Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Number of Pages: 89
Availability: ED 075 657
Levels: Grades K-12
Populations: All

D

Authors: Taylor, John E.; Montague, Ernest K.; Michaels, Eugene R.
Title: *An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model*

Organization: Human Resources Research Organization, Alexandria, VA
Date: January 1972
Sponsors: U.S. Office of Education, Washington, DC; Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Number of Pages: 80
Availability: ED 061 427
Levels: Grades K-12
Populations: All

E

Authors: Hull, William L.; Wells, Randall L.; Gross, Charles J.
Title: *Diffusion Factors Associated with the Comprehensive Career Education Model Development and Acceptance of the Curriculum Units in Field Test Sites*
Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date: February 1974
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 60
Availability: ED 102 347
Levels: Grades K-12
Populations: All

F

Title: *Developmental Program Goals for the Comprehensive Career Education Model: With a Review*
Organizations: Institute for Educational Development, New York, NY; Center for Vocational and Technical Education, Ohio State University, Columbus, OH; Westinghouse Learning Corporation, Palo Alto, CA
Date: August 1972
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 345
Availability: ED 082 059
Levels: Grades K-12
Populations: All

G

Authors: Budke, Wesley E.; Bettis, Glenn E.; Beasley, Gary F.
Title: *Career Education Practice: Final Report*
Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date: December 1972

Sponsor: National Institute of Education, Washington, DC
Number of Pages: 93
Availability: ED 073 226
Levels: Grades K-12
Populations: All

A–G

Purpose: This seven-document collection pertains primarily to the Comprehensive Career Education Model (CCEM), one of four initiated by the U.S. Office of Education (USOE) and tranferred to the National Institute of Education (NIE), with the Center for Vocational and Technical Education (CVTE) at Ohio State University as prime contractor for both agencies.

Contents: The documents contain ancillary references to the remaining three USOE career education developmental models (Experience-Based, Home-Community-Based, and Rural-Residential-Based). Five of the studies report procedures and findings of CVTE's subcontractors.

CCEM proposes to revise the school program to provide better answers to the vocational needs and aims of all students. It envisions a sequential K-12 program stressing career awareness, orientation, exploration, selection of one or possibly two clusters for specific attention, and preparation for career entry.

In a project to "identify, compile, catalogue, analyze, and assess past and present career education efforts," the Palo Alto Educational Systems, Inc., surveyed a broad spectrum of sources, made site and followup visits, set up assessment center organization, and provided detailed overall evaluations of treatment units with a concentration on occupational clusters not usually included in vocational education programs.

John E. Taylor, Ernest K. Montague, and Eugene R. Michaels, working with the Human Resources Research Organization, designed a new system of occupational clustering through the use of institutional (early years) and occupational (middle school) matrixes, which synthesized useful features of existing systems and retained connecting links with the *Dictionary of Occupational Titles*.

Development of this model, encompassing a 32-theme matrix of elements and goals of career education as an operational tool for testing effectiveness of unifying academic and vocational curriculum through career education, involved the Institute for Educational Development and the Westinghouse Learning Center. The resultant document includes performance objectives, bibliography, document files, participant lists, and reports of two review conferences held in 1973.

In its assessment of problems and prospects for the Comprehensive Career Education Models, the report of the Educational Policy Research Center of Syracuse University Research Corporation expresses more reservations for the CCEM-I than for the remaining three models. The study stresses the complexity of issues facing the school-based model. (This report was combined with the Rand Corporation report, described in Section I.C, to form the bulk of the 1971 report of the Career Education Task Force of NIE.)

Peat, Marwick, and Mitchell of Chicago conducted a 1972 search and assessment of commercial career education materials for CVTE in connection with the CCEM-I project. The search produced 2,016 units assessed as applicable. Recommendations included establishment of seminars to aid suppliers in understanding consumer needs and stressed CCEM's unique opportunity to at once assume leadership in improving the nature, scope, and use of educational materials.

In a CVTE Research and Development report, William L. Hull, Randall L. Wells, and Charles J. Gross examine the relationship between selected diffusion factors and acceptance of developed curriculum units for CCEM-I. They researched six urban or semiurban areas with school populations ranging from 15,000 to 80,000 with varying ethnic and economic characteristics. Their recommendations indicate specificity of arrangements and teacher interest to be of more diffusion importance than race, sex, or education level of teachers.

A 1972 career education practice final report by Wesley E. Budke, Glenn E. Bettis, and Gary F. Beasley describes the four USOE career education developmental models as well as 26 exemplary instructional activities career education programs. The authors characterize their study as of interest to local administrators establishing a rationale for and organizing and implementing career education programs. This document includes appendixes with the 26 exemplary programs annotated and referenced alphabetically by State, a list of federally funded exemplary projects in vocational education, and a bibliography. Some of the seven CCEM publications include charts, tables, matrixes and other illustrative materials.

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Subject: National models (career education)

The fifteen publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Authors: Goldhammer, Keith; Gardner, Richard; Heilman, Cas; Libby, Richard; Mokma, Arnold; Rietfors, Gene

Title: *Experience-Based Career Education: A Description of Four Pilot Programs Financed Through the National Institute of Education: Final Report*
Organization: National Institute of Education, Washington, DC
Date: January 15, 1974
Number of Pages: 134
Level: Education and work transition
Population: Work-oriented students

B

Author: Goldhammer, Keith
Title: *Extending Career Education Beyond the Schoolhouse Walls. Occasional Paper No. 3*
Organization: Center for Vocational Education, Ohio State University, Columbus, OH (A graduate lecture delivered at the Center for Vocational Education, May 24, 1974)
Date: May 24, 1974
Number of Pages: 29
Availability: ED 103 612
Level: Education and work transition
Population: Work-oriented students

C

Authors: Connolly, John A.; Maguire, Louis M.
Title: *Explorations in Employer-Based Career Education*
Organization: Research for Better Schools, Philadelphia, PA (Paper presented at the National Career Education Conference, Rutgers University, New Brunswick, NJ, July 1973)
Date: July 16, 1973
Number of Pages: 22
Availability: ED 105 134
Level: Education and work transition
Population: Work-oriented students

D

Title: *The Community is the Teacher: Experience Based Career Education*
Organization: National Institute of Education, Washington, DC
Date: 1975
Number of Pages: 25
Availability: ED 110 744
Level: Education and work transition
Population: Work-oriented students

E

Authors: Kershner, Keith M.; Blair, Mark W.
Title: *Summative Evaluation of the RBS Career Education Program*
Organization: Research for Better Schools, Philadelphia, PA
Date: April 1975
Number of Pages: 25
Availability: ED 104 952
Level: Education and work transition
Population: Work-oriented students

F

Title: *Career Education Program: Final Evaluation Report: FY 1974, Volume I*
Organization: Research for Better Schools, Philadelphia, PA
Date: September 30, 1974
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 143
Availability: ED 117 293
Level: Education and work transition
Population: Work-oriented students

G

Title: *Summative Evaluation Report 3: Interim Evaluation Report*
Organization: Research for Better Schools, Philadelphia, PA
Date: 1974
Sponsor: National Institute of Education
Number of Pages: 161
Availability: ED 117 295
Level: Education and work transition
Population: Work-oriented students

H

Title: *Experience-Based Career Education Final Evaluation Report FY 1974: Volume I*
Organization: Far West Laboratory for Educational Research and Development, San Francisco, CA
Date: 1974
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 221
Availability: ED 117 298
Level: Education and work transition
Population: Work-oriented students

I

Title:	*Experience-Based Career Education. Final Evaluation Report FY 1974: Volume II (Appendix)*
Organization:	Far West Laboratory for Educational Research and Development, San Francisco, CA
Date:	1974
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	193
Availability:	ED 117 299
Level:	Education and work transition
Population:	Work-oriented students

J

Title:	*Interim Evaluation Report FY 74. Experience-Based Career Education*
Organization:	Far West Laboratory for Educational Research and Development, San Francisco, CA
Date:	March 15, 1974
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	256
Availability:	ED 117 296
Level:	Education and work transition
Population:	Work-oriented students

K

Title:	*Employer-Based Career Education: Evaluation Report FY 1973*
Organization:	Far West Laboratory for Educational Research and Development, San Francisco, CA
Date:	September 28, 1973
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	148
Availability:	ED 117 297
Level:	Education and work transition
Population:	Work-oriented students

L

Title:	*Final Evaluation Report of the NWREL Experience-Based Career Education Program*
Organization:	Northwest Regional Educational Laboratory, Portland, OR
Date:	September 1974
Sponsor:	National Institute of Education, Washington, DC
Number of Pages:	231

Availability: ED 117 301
Level: Education and work transition
Population: Work-oriented students

M

Title: *Employer-Based Career Education: Evaluation Report FY 1973*
Organization: Northwest Regional Educational Laboratory, Portland, OR
Date: September 1973
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 115
Availability: ED 117 300
Level: Education and work transition
Population: Work-oriented students

N

Title: *Career Education Program. Appendix A: Listing of Evaluation Reports*
Organization: Research for Better Schools, Philadelphia, PA
Date: September 1974
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 144
Availability: ED 117 294
Level: Education and work transition
Population: Work-oriented students

O

Author: Rehmann, Arnold
Title: *Legal Issues in Experience Based Career Education*
Organization: Aries Corporation, Minneapolis, MN
Date: May 1, 1974
Sponsor: Career Education Program, National Institute of Education, Washington, DC
Number of Pages: 145
Availability: ED 096 512
Level: Education and work transition
Population: Work-oriented students

A–O

Purpose: This collection of documents provides an overview, detailed evaluation reports, and specific procedural materials relating to the first three years of what looks to be a seven-year research and development project sponsored by the National Institute of Education (NIE) and known as Experienced-Based Career Education (EBCE). Conceived by the U.S. Office of Education, and transferred to NIE in August of 1972, the project involved setting up four educational sites to test the feasibility of a "voluntary alternative program of comprehensive individualized learning." One paper (Kershner and Blair) describes EBCE as "an approach to the problems of youth in relation to career awareness and preparation."

Contents: The Far West Laboratory for Educational Research and Development (FWL) set up its Far West School in a changing urban section of Oakland, California, while Research for Better Schools, Inc. (RBS) established its cooperating Academy for Career Education in Philadelphia in the central city. West Virginia's Appalachia Educational Laboratory (AEL) established its school in Charlestown, West Viriginia, and the Northwest Regional Educational Laboratory (NWREL) located its Community Experiences for Career Education (CE_2) in a suburb of Portland, Oregon, which combined urban and rural environments.

In all four laboratory school settings, the programs included the same components of parents, student-resource person or employer organization, and EBCE staff members such as learning coordinators (an amalgamation of the traditional roles of teacher and counselor), and employer-relations specialists. EBCE programs differ from vocational and other work-education experiences in that students do not receive pay and they change their career exploration sites to broaden opportunities to develop career awareness and interpersonal relationships and to gain information with which to complete academic projects. Findings indicate normal growth in basic skills in spite of the fact that students spend up to 80 percent of their time in the community, and testing shows career awareness and interpersonal development superior to students in the traditional high school program. Each project used its own testing procedures, and an independent educational auditor.

The evaluation report instruments deal extensively with such subjects as student recruitment and population, program planning and monitoring, student case study summaries, ethnic comparisons, and program goal outcomes. In addition to the various interim, summative, and final reports and appendixes, the collection includes a well-illustrated promotional pamphlet *(The Community is the Teacher)* and two papers, one a graduate lecture by Keith Goldhammer at Ohio State University and the other by John A. Connolly and Louis Maguire presented at a National Career Education Conference at Rutgers University.

The reports suggest such future steps as the development of dissemination/service plans and demonstration centers through the testing of various implementation strategies in schools that would like to start their own EBCE programs. Results indicated positive student opinions and learning from career development activities. The individualized planning with each student that is the major interaction between the EBCE "school" and the student worked well; however, students did not consider the guidance group, as an activity, of much importance. This program evaluation finding suggested that this group guidance element needed reconsideration.

In their final report on the 1973-74 school year, Goldhammer and his colleagues maintain that EBCE is one way for schools to meet four critical needs of students: of relevance; of human and social problems resulting from our complex, technological society; of values and aspirations; and of human diversities. They note that EBCE has succeeded in the eyes of students, teachers and community resource people involved in the four pilot programs. However, they grant that it is "too early to see if EBCE does work." Objective evaluations of the entire EBCE project have continued and are presently still in progress.

Although EBCE has been designed by the developers to comply with Federal Child Labor and Fair Labor Standards, it was realized early that information was needed regarding the legal questions involved in the education of students off school premises. Therefore, the National Institute of Education commissioned the Aries Corporation of Minneapolis, Minnesota, to analyze Federal and State statutes in terms of pertinence to the four Model II Experienced-Based Career Education programs in operation.

Rehmann covers such subjects as financing and labor issues arising in the structuring of a career education program. He sees public rather than private schools as the most able to implement EBCE programs. In reviewing funding, he recognizes the reality of state control and discusses tax redistribution as a means of correcting inequities in financing. He considers in detail the implications of the amended Fair Labor Standards Act.

A separate chapter focuses on the legal-issue experiences of the Model II programs. While recognizing the need and value of this study of legal implications in career education, the report recommends retaining legal counsel in early stages of program development to insure that the local EBCE program is in compliance with local and State laws.

Cross Reference: Another reference to EBCE materials may be found in entry 104.

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Subject: National models (career education)

The four publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Conrad, Rowan W.

Title: *A Brief Overview of the Mountain-Plains Program*

Organization: Mountain-Plains Education and Economic Development Program, Glasgow AFB, MT (Paper presented at the annual meeting of the Western Canadian Guidance and Counseling Association, Calgary, Alberta, May 1974)

Date: May 1974

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 10

Availability: ED 097 599

Levels: All

Populations: Low income and rural families

B

Author: Fenenbock, Michael C.

Title: *A Regional Residential Career Education Program for Families*

Organization: Mountain-Plains Education and Economic Development Program, Glasgow AFB, MT

Number of Pages: 12

Availability: ED 103 576

Levels: All

Populations: Low income and rural families

C

Author: Leland, Lyle L.

Title: *A Systems Approach to Residential, Family Based Career Education*

Organization: Mountain-Plains Education and Economic Development Program, Glasgow AFB, MT (Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 1974)

Date: March 1974

Number of Pages: 32

Availability: ED 091 598

Levels: All

Populations: Low income and rural families

D

Author: Perryman, Bruce C.

Title: *Academic Education Will Not Get it!*

Organization: Mountain-Plains Education and Economic Development Program, Glasgow AFB, MT

Date: January 1973
Number of Pages: 11
Availability: ED 098 300
Levels: All
Populations: Low income and rural families

A–D

Purpose: Together, the documents provide a range of information on a five-year institution project with the stated mission to "develop, test, and report the potential of a residential career education program to improve the economic and human viability of rural, multiproblem families chosen from a six-State Western region."

Contents: When considered as a unit, the Mountain-Plains Education and Economic Development Program (National or Career Education Model IV) materials consist of a generalized statement by the director (Perryman), a promotional-explanatory instrument for prospective applicants (Fenenbock), an overview summary of the program (Conrad), and an explication of the systems approach used in the project (Leland).

With headquarters at the Glasgow Air Force Base, Glasgow, Montana, the program involves Idaho, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. Concerned with developing career awareness, exploration, and preparation, the project uses a family unit approach with goals of competencies in job-getting, job-holding, and job-progression, together with effective family management, social and economic interaction, and satisfaction with job and life.

The documents touch on such aspects of the program as open entry-exit, matching occupational training areas to job market projections, criterion-referenced attainment, completion rewards, required core curriculum and counseling, and support services.

Sponsored first by the U.S. Office of Education and later by the National Institute of Education, the program phases generally correspond to the five years of funding as follows: 1) conceptualization, 2) feasibility testing, 3) program development, 4) program evaluation, and 5) replication and diffusion. Overall plans include a third-party evaluation and a marketing feasibility study.

The director's statement, nonspecific in relation to the Mountain-Plains program, discusses the parallel developments of a national role in career education and the expansion of a general system of career education.

III.C: State and District Models and Programs

Among materials on model and program construction in career education, subsection III.C. focuses on State and district models and programs.

The information sources summarized by State in subsection III.C can also be found according to any of the categories tabulated in the analytic table on the following page. This table is based upon a review of the materials gathered through ERIC, AIM/ARM, a library search, and direct contact with State career education coordinators and the staff of the National Advisory Council on Career Education. Since it is possible that the addition of other extant materials which were not available to the GUIDE's builders could alter this table and its implications, readers are cautioned to contact State career education coordinators directly whenever more exact information on a State is needed. The information on legislation in the States was taken from an Executive Summary of *An Analysis of State Laws in Career Education and Pending State Legislation* (David L. Jesser, October 15, 1975, CE 006 848), a paper prepared for the National Advisory Council on Career Education.

The table indicates that, as of late 1975, 10 States have laws or resolutions mandating career education activities, namely Arizona, Arkansas, Colorado, Florida, Hawaii, Iowa, Kansas, Louisiana, Michigan, and New Jersey. In addition, Ohio, Vermont, Virginia, and Washington appropriate funds specifically for career education. Few States, furthermore, have failed to develop what might be considered a State model of career education. In many instances, such State models were set by State boards of education. Hence, career education seems fairly well entrenched in the States.

Of the models on which State career education is being conceived and implemented, most are for grades K-12 with some extending into the adult years as well. Most models conform to the accepted developmental pattern of facilitating career awareness in elementary school, career orientation and exploration in middle-junior high school, and career specialization, preparation, and placement in secondary and postsecondary schools. The dashes(—) in the table indicate where exceptions are to be found. States vary considerably in the number of major elements they incorporate into their developmental models of career education. However, there is popular acceptance that career education should facilitate self and career awareness which is extended into tentative career commitment and placement through instruction and guidance in economics, work, occupations, careers, and personal decisionmaking.

The implementation patterns adopted in the States are quite variable. The variability has been so high that it proved necessary merely to note what is stressed in the above table rather than to display the choices of each State in a common pattern. There seems to be no such thing as a pattern. However, some order can be made from the comments if you remember as you read them that some States straightforwardly adopt the belief that career education is a concept, not a new set of activities. Such States have gone directly to educational personnel and encouraged them to adopt the goal of facilitating comprehension of the personal career concept in each of their students. Other States have commissioned pilot projects and programs where local experience in career education is first to be developed and later diffused. Ordinarily, guides which are available as self-instructional materials or handbooks for diffusion of models have been developed in conjunction with that strategy. Frequently, extensive workshops are offered for such dissemination as well. In addition, several States have adopted the attitude that community colleges ought to be the center of career education practice and dissemination and have empowered such centers in their States to act upon that assumption.

It is not possible to indicate how solidly career education is currently practiced in any State from the material reviewed for this GUIDE.

STATE MODEL OR EXEMPLARY PROGRAMS

					Developmental Sequence				Parts		
State or District	Legislation?	Model?	Levels	No. of Major Elements	Awareness	Exploration	Specialization	Placement	Curriculum	Career Guidance	Means of Implementation
Alabama	No	Yes	K-14	8	x	x	x	x	x	x	Consortium
Alaska	No	Yes	K-12	6	–	–	–	–	–	–	State task force and regional conferences
Arizona	Yes	Yes	K-12	–	–	–	–	–	–	–	Inservice preparation
Arkansas	Yes	No	K-12	–	–	–	–	–	x	–	Inservice preparation
California	No	Yes	K-14	10	x	x	x	x	x	x	Consortium with guides and inservice preparation
Colorado	Yes	Yes	K-14	–	x	x	x	x	x	–	State initiative
Connecticut	No	No	K-14	–	–	–	–	–	–	–	Exemplary program
Delaware	No	Yes	K-12	–	–	x	x	x	x	x	Exemplary program
District of Columbia	No	–	K-12	–	x	x	x	x	x	x	Exemplary program
Florida	Yes	Yes	K-14	5	x	x	x	x	x	x	Exemplary program and inservice preparation
Georgia	No	Yes	K-adult	–	x	x	–	x	x	x	Infusion
Hawaii	Yes (Resolution)	Yes	K-14	4	x	x	x	x	x	–	Pilot tested
Idaho	No	Yes	K-14	3	x	x	x	x	x	x	6 community college support centers
Illinois	No	Yes	K-adult	–	x	x	x	x	x	x	Local plans and demonstration centers
Indiana	No	Yes	K-12 (Continuing)	4	x	x	x	x	x	x	Exemplary projects with guides
Iowa	Yes	Yes	K-12	3	x	x	x	x	x	x	Exemplary projects with inservice education; information system
Kansas	Yes (Resolution)	Yes	K-adult	3	–	–	–	–	x	x	Activity kits
Kentucky	No	Yes	K-14	4	x	x	–	–	x	–	Exemplary program
Louisiana	Yes	Yes	K-12	3	x	x	x	x	x	–	9-component program and statewide planning meetings
Maine	No	No	K-12	6	–	–	–	–	–	–	Exemplary program
Maryland	No	Yes	K-adult	6	x	x	x	x	x	x	Statewide training
Massachusetts	No	No	9-12	–	–	–	–	–	–	x	Professional and guides
Michigan	Yes	Yes	K-12	4	x	x	x	x	x	x	Exemplary program with guides and inservice education
Minnesota	No	Yes	K-12	–	x	x	x	x	x	x	Exemplary program and guides
Mississippi	No	Yes	K-12	4	x	x	x	x	x	x	Inservice preparation and guides
Missouri	No	Yes	K-12	4	x	x	x	x	x	x	Inservice preparation
Montana	No	No	–	–	–	–	–	–	–	–	1 pilot project
Nebraska	No	Yes	K-adult	3	–	–	–	–	–	–	Curriculum design and inservice preparation
Nevada	No	Yes	K-12	8	x	x	x	–	x	–	Guides
New Hampshire	No	No	7-12	–	–	–	x	x	–	x	Guides
New Jersey	Yes	Yes	K-12	3	x	x	x	x	x	x	Guides
New Mexico	No	–	–	–	–	–	–	–	–	–	–
New York	No	Yes	K-12	3	–	–	–	–	x	x	Guides
North Carolina	No	Yes	K-14	4	x	x	x	–	x	x	Exemplary program and inservice preparation
North Dakota	No	Yes	K-12	3	x	x	x	–	x	–	Statewide inservice preparation
Ohio	Yes[1]	No	K-adult	7	x	x	x	x	x	x	24 programs and teacher education
Oklahoma	No	Yes	K-12	–	x	x	x	x	x	x	Inservice and preservice preparation
Oregon	No	Yes	K-12	–	x	x	x	x	x	x	Exemplary program and state initiation
Pennsylvania	No (Pending)	No	K-12	–	x	x	x	x	–	x	Pilot program and 17 resource centers
Rhode Island	No	No	K-adult	5	–	–	–	x	–	x	Pilot projects
South Carolina	No	No	K-12	–	–	–	–	–	–	–	Pilot project
South Dakota	No	No	K-12	–	x	x	x	–	x	–	Pilot project
Tennessee	No	Yes	K-12	4	x	x	x	x	x	x	Guide
Texas	No	No	K-adult	–	–	–	–	–	–	–	Self-instructional implementation guide
Utah	No	Yes	K-12	7	x	x	x	x	x	x	Inservice preparation and guide
Vermont	Yes[1]	Yes	K-12	4	x	x	x	x	x	x	Inservice preparation and guide
Virginia	Yes[1]	Yes	K-adult	11	x	x	x	x	x	x	Exemplary program with statewide training
Washington	Yes[1]	Yes	K-adult	–	x	x	x	x	x	x	Community college support center and inservice guide
West Virginia	No	No	K-12	–	–	–	–	–	x	x	Pilot projects
Wisconsin	No	Yes	K-12	16	x	x	x	–	x	x	Pilot projects and local level inservice preparation
Wyoming	No	Yes	K-adult	–	x	x	x	x	x	–	Curriculum development process

[1] Contained in Appropriation Bills

123

Subject: State models (Alabama)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Guidance Handbook*

Organization: Division of Vocational-Technical and Higher Education, Alabama Department of Education, Montgomery, AL

Number of Pages: 23

Levels: Grades K-12

Populations: All

B

Title: *Career Education in Alabama: The Art of the State*

Organization: Alabama Appalachian Career Education Project, Division of Vocational Education and Community Colleges, Alabama Department of Education, Montgomery, AL

Number of Pages: 18

Availability: ED 117 535

Levels: Grades K-12

Populations: All

C

Title: *Montgomery County's Approach to Career Education—Grades One Through Twelve*

Organization: Montgomery Public Schools, AL

Date: June 18, 1974

Sponsor: Division of Vocational Education and Community Colleges, Alabama Department of Education, Montgomery, AL

Number of Pages: 59

Levels: Grades K-12

Populations: All

A–C

Development: In March, 1972, Alabama's State Superintendent of Education and the State Director of the Divisions initiated a Career Education program which would affect all education in grades K-14. A committee representing every division of the State Education Department was appointed to develop plans for the implementation of this career education program in Alabama.

The committee developed the following position statement concerning career education: 1) career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings; 2) career education should begin in grade 1 and continue; 3) the concept of developmental career education dictates the necessity for a total educational program; 4) career education is intended to make educational subject matter more meaningful and relevant to the individual through restructuring and focusing concepts around a career development theme.

Model: A K-12 curriculum model is currently being developed in Alabama. The model takes eight elements of career education and translates them into themes, goals, and objectives. The model identifies career education goals in three phases. The first phase begins in the early grades with awareness, the second phase progresses through exploration of career possibilities, and the third moves into preparation for employment, job proficiency, and career advancement.

Implementation: The Alabama Department of Education is currently engaged in several consortia. One of these, the Vocational-Technical Education Consortium of States, has as its major purpose the development of catalogs of performance objectives and criterion-referenced measures in vocational education. Another, the Top of Alabama Regional Council of Government (affiliated with Appalachian funding), is presently developing an experimental project in the use of a satellite to educate teachers in career education. Also, the staff of the Appalachian Alabama Career Education Project, which is a project of the Vocational Education Division, has engaged in numerous inservice educational programs.

Furthermore, the Department of Education publishes several handbooks. One of these is the *Career Guidance Handbook* which discusses what career guidance is and how it can best be accomplished. It gives these seven major components for a good career guidance program: 1) career related curriculum base, 2) pupil data system, 3) information system, 4) work observation and experience, 5) group and individual counseling, 6) educational and occupational placement, and 7) research and evaluation. It also outlines responsibilities for various educational personnel. Another publication is the *Materials Catalogue* which describes the loan service maintained by the State for materials related to career services and industrial arts. Procedures for borrowing and a description of materials available are also included.

Finally, *Montgomery County's Approach to Career Education* describes an extensive career education program initiated in Montgomery County in 1973. The program involved inservice training for teachers, whose attitudes toward early programs for children and toward the overall need for career education changed noticeably. The report notes, however, a lack of teacher commitment to academic subject content in relationship to careers in everyday life. The many activities for grades 4-12 resulted in increased awareness of careers and career education concepts, and plans were made to extend the program to include grades 1-12.

124

Subject: State models (Alaska)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Development Education: Including the Fourth R*
Organization: Division of Career Development and Vocational Education, Alaska Department of Education, Juneau, AK
Number of Pages: 4
Levels: Grades K-12
Populations: All

B

Title: *Career Development Education Planning Model, K-12 Including the Fourth R*
Organization: Anchorage Borough School District, Division of Career Development and Vocational Education
Sponsor: Division of Vocational Education, Alaska Department of Education, Juneau, AK
Number of Pages: 52
Availability: ED 112 145
Levels: Grades K-12
Populations: All

C

Author: Otteson, Dean K.
Title: *Career Education Specialist's End-of-Year Report 1974-1975*
Organization: Kodiak Island Borough School District, AK
Date: 1975
Number of Pages: 12
Levels: Grades K-12
Populations: All

D

Author: Otteson, Dean K.

Title: *Principles and Objectives of Vocational Education: A Guide to How and Why*
Organization: Kodiak Island Borough School District, AK
Date: 1975
Number of Pages: 53
Levels: Grades K-12
Populations: All

E

Author: Otteson, Dean K.
Title: *Profile of Kodiak's Career Education Project*
Organization: Kodiak Island Borough School District, AK
Number of Pages: 25
Levels: Grades K-12
Populations: All

A–E

Development: In Alaska, which is faced with the highest unemployment rate in the United States, efforts in career education have taken on economic as well as educational significance. During 1972, the Alaska State Department of Education laid the foundation for Alaska's initiation of career development education. At that time, a Career Education Conference was held at which Ohio State University staff worked with several hundred teachers, administrators, counselors, and lay persons in a review of the first school-based model developed by the U.S. Office of Education. During the fall of 1972, the State applied for and received a Federal grant to develop a more localized model to meet Alaska's unique needs. The Anchorage Borough School District was asked to assume the responsibility for the project and to involve representatives from various communities within the State.

Since then, representatives from seven school districts have been actively involved in the development of the planning model. In addition, a State Task Force for Career Education was initiated and has served as a review committee representing the Office of the Commissioner of Education. This task force was charged with developing guidelines, initiating pilot projects, developing materials, and determining methods to evaluate progress. Furthermore, the Anchorage School District, Division of Career Development and Vocational Education, was contracted to develop program guidelines for the State.

Model: As described in the *Career Development Education Planning Model,* the planning model which was finally adopted has six areas: 1) work, 2) leisure, 3) planning and decisionmaking, 4) home and community involvement,

5) basic studies and occupational preparation, and 6) self-knowledge and interpersonal relationships. Each area is clarified and defined by a set of concepts which are broad statements indicating the needs and values generally held by members of our society. The various concepts in each area are translated into developmental goals for different grade levels. Each developmental goal then is broken down into a number of objectives.

Implementation: One major career education program is taking place in the Kodiak Island Borough School District. This project attempts to introduce career education concepts into the existing school program, working with teachers, administrators, and students. However, no final evaluation of this program has been undertaken. It should be noted also that it serves a unique area: the district includes many remote areas which have no roads; thus, students cannot use the State-supported bus system.

125

Subject: State models (Arizona)

The 10 publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Authors: Byfield, Hal; Bliss, Sam W.; Fauset, Charles
Title: *Career Education In-Service. Teacher Training Guide*
Organization: Northern Arizona University, Flagstaff, AZ
Date: May 15, 1975
Number of Pages: 170
Availability: ED 110 617
Levels: Grades K-12
Populations: All

B

Title: *Career Education: Leadership in Learning*
Organization: Arizona Department of Education and State Advisory Council for Vocational Education, Phoenix, AZ
Number of Pages: 35
Availability: ED 098 293
Levels: Grades K-12
Populations: All

C

Title: *Career Education: Parental & Community Involvement is the Real (Key) to Its Success*

Organization: Arizona Department of Education, Phoenix, AZ
Number of Pages: 7
Levels: Grades K-12
Populations: All

D

Title: *Questions and Answers About Career Education*
Organization: Arizona Career Education Clearinghouse, Arizona Department of Education, Phoenix, AZ
Date: June 1973
Number of Pages: 9
Availability: ED 089 109
Levels: Grades K-12
Populations: All

E

Title: *Summary Evaluation Report of Career Education in Southern Arizona*
Organization: Behavior Research Associates, a division of Social Planning and Development, Inc., Tucson, AZ
Number of Pages: 8
Availability: ED 118 755
Levels: Grades K-12
Populations: All

F

Author: Warner, Carolyn
Title: *Career Education Matrix, Learning to Live, Learning to Learn, Learning to Make a Living*
Organization: Arizona Department of Education, Phoenix, AZ
Levels: Grades K-12
Populations: All

G

Author: Warner, Carolyn
Title: *A Synopsis of the FY 75 Career Education Annual Report*
Organization: Arizona Department of Education, Phoenix, AZ
Number of Pages: 14
Levels: Grades K-12
Populations: All

H

Author: Warner, Carolyn

Title: *Career Education Annual Report FY 75*
Organization: Arizona Department of Education, Phoenix, AZ
Number of Pages: 28
Availability: ED 118 754
Levels: Grades K-12
Populations: All

I

Author: Warner, Carolyn
Title: *The State of Career Education*
Organization: Arizona Department of Education, Phoenix, AZ
Number of Pages: 17
Availability: ED 118 753
Levels: Grades K-12
Populations: All

J

Title: *Why Career Education in Arizona?*
Organization: Arizona Career Education Clearinghouse, Arizona Department of Education, Phoenix, AZ
Date: June 1973
Number of Pages: 13
Availability: ED 089 110
Levels: Grades K-12
Populations: All

A–J

Development: In 1971, the Arizona legislature was the first in the country to pass a career education bill and appropriate funds specifically designed to develop this new thrust in education. In 1972, a Career Education Task Force, Project PACE (Plan for Arizona's Career Education), was initiated and given the task of developing a plan for the implementation of career education through 1980.

This task force established six objectives: 1) to develop a career education matrix which will be precise, concise, understandable, and locally owned, 2) to develop a 10-year plan with specific outcomes through 1980, 3) to develop a review and evaluation system for all locally developed career education materials, 4) to provide guidelines and direction for continuation proposals from each State project, 5) to develop appropriate career education information materials for community leaders throughout the State, and 6) to complete 14 one-day workshops, one in each geographical area of the State.

Implementation: The State Legislature appropriated almost $2 million in 1971 to begin pilot projects around the State. Thirteen projects were selected during the 1971-72 school year. With the 1972-73 legislative appropriation, the Arizona Department of Education funded 20 career education projects. Complete descriptions of these 20 projects may be found in *Career Education: Leadership in Learning*, published by the Arizona Department of Education. A private agency's evaluation of two of those projects in Southern Arizona states: "the findings unequivocally show a trend whereby career education exposure enhances occupational knowledge, career awareness, economic awareness, decisionmaking skills, and realistic career planning and preparation" (from *The Summary Evaluation Report of Career Education in Southern Arizona*).

To avoid duplication of efforts, the Arizona Department of Education organized a Career Education Clearinghouse. The clearinghouse collects, categorizes and disseminates a wide assortment of career education materials. These include curriculum guides, instructional units, bibliographies, student workbooks, research reports, commercial materials, occupational information, and speeches.

Since 1971, career education has continued to increase. The *Career Education Annual Report for the FY 1975* indicates that the number of elementary and high school students involved in career education activities increased significantly, even while the actual enrollment declined.

One of the major thrusts in the career education movement in Arizona is in the area of teacher retraining—that is, reorienting teachers about career education so that they, in turn, can relate their classes to the world of work. For this reason, Northern Arizona University has published *An In-Service Training Guide for Teachers, Administrators, and Counselors*. The guide has 12 sections, each with instructional objectives, procedures and tasks.

Comment: Arizona can be considered progressive in the area of career education. It has clear objectives, a task force dedicated to attaining those objectives, financial support, 20 different career education projects in various geographical areas, a State clearinghouse for career education materials, and a strong inservice program.

126

Subject: State models (Arkansas)

The six publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Awareness: Elementary Teacher's Guide, What Shall I Be?*

Organization: Arkansas Department of Education, Little Rock, AR
Date: 1972
Number of Pages: 280
Levels: Grades K-12
Populations: All

B

Title: *Career Awareness Units, Magnolia Public Schools, Grades 1-7*
Organization: Magnolia Public Schools, AR
Availability: Magnolia Public Schools, Magnolia, AR 71753, $15 for complete set of 37 units including postage; also ED 117 538
Levels: Grades K-12
Populations: All

C

Title: *Career Education . . . Concepts and Bulletin Board Ideas*
Organization: Arkansas Department of Education, Little Rock, AR
Number of Pages: 65
Availability: ED 117 539
Levels: Grades K-12
Populations: All

D

Title: *Communicative Skills—9. An English Course for Career-Oriented Students*
Organizations: Little Rock Public Schools, Little Rock, AR; Arkansas Department of Education, Little Rock, AR
Date: 1973
Number of Pages: 237
Levels: Grades K-12
Populations: All

E

Title: *Drop-In Mathematics, Teacher's Manual*
Organization: Arkansas Department of Education, Little Rock, AR
Date: 1972
Number of Pages: 145
Availability: ED 080 329
Levels: Grades K-12
Populations: All

F

Title: *A Digest of Resource Activities for Career Education*

Organization: Arkansas Department of Education, Little Rock, AR
Date: September 1973
Number of Pages: 142
Availability: ED 118 758
Levels: Grades K-12
Populations: All

A–F

Model: The Arkansas material includes a variety of sources geared toward teacher use in fusing career education into the existing curriculum.

The *Digest of Resource Activities* is a primary example of this, offering career education material developed by teachers in the State. This *Digest* lists activities used to fuse career education into the regular curriculum and is intended to stimulate elementary and secondary teachers to modify, add on, and develop new activities using this digest as a model. The activities cover kindergarten through high school and their variety extends from units on "How to Use Tools" to "Money in the Bank." *Career Awareness* similarly lists areas such as the "home" and presents concepts, activities, resources, and references linked to the regular curriculum.

Comment: The value in the Arkansas material comes from its development by teachers actively engaged in career education in the classroom. The variety of information is of value to classroom teachers in particular.

127

Subject: State models (California)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Crawford, Alan N.
Title: *Aides to Career Education, 1974-75: An Evaluation*
Organization: Research and Evaluation Branch, Los Angeles Unified School District, CA
Number of Pages: 55
Availability: ED 117 419
Levels: Grades K-14
Populations: All

B

Author: Fortune, Rex C., Jr.

Title: *Career Education: A Position Paper on Career Development and Preparation in California*
Organization: Career Education Task Force, California Department of Education, Sacramento, CA
Number of Pages: 23
Availability: ED 117 420
Levels: Grades K-14
Populations: All

C

Author: Sappington, Jack
Title: *Career Education Model Orange County Consortium: Interim Report*
Organization: Orange Unified School District, CA
Date: July 1974
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 199
Availability: ED 099 535
Levels: Grades K-14
Populations: All

A–E

Development: California's 1974 *Position Paper on Career Development and Preparation in California,* prepared by the Career Education Task Force, sums up the State's approach to career education. Well illustrated and clearly stated, the document includes a presentation of rationale, a statement of philosophy, and a proposed model description dealing with goals, definition, components, organization, resources, evaluation methods, staff development, and concern for racial and ethnic minorities.

Model: The position paper recommends that the State commit itself to providing career education experiences for all. The statement of philosophy calls for development of student awareness and aspirations without regard to stereotypes based on race or sex, notes that "any dichotomy between academic and vocational education is becoming outmoded . . . ," and equates the importance of development of attitudes, basic educational skills, human relations skills, and habits to training in job performance skills. The statement of philosophy also stresses prevocational orientation, developmental career-centered instruction, and the gradual and continuous nature of career development.

The state model stresses that each student develop 1) awareness of career opportunities, 2) a sense of self-worth, 3) a positive attitude toward work in general,

4) recognition of education as a part of career development, 5) understanding of the United States economic system and one's relationship to it, 6) increased knowledge of self, society and the world of work, 7) ability to accept responsibility for choices, 8) enhanced career orientation, 9) ability to plan and participate in career exploration, and 10) skills requisite to entry-level employment in one or more occupations.

In recognition of the fears that career education could perpetuate low career status for minority groups, the State recommends three safeguards: parent involvement in all phases of the program, affirmative action components, and ethnically based support services.

Implementation: At least one pilot program in California presents a comprehensive career education model extending from preschool through grade 14. The Orange County Consortium Career Education Model also includes the expansion of adult education skills, training programs, development of sheltered workshops for the mentally and physically handicapped, and placement guidance programs for the socially and educationally disadvantaged. The model has as its goals the development of 1) vocational awareness (preschool—grade 6), 2) exploration of occupational clusters (grades 7-10), and 3) selected vocational preparation programs (grades 11-14) offered at a community college and a local high school campus.

The evaluation component of this model measures student progress in the program through performance on curricular unit evaluation; comparison of pretest and posttest responses concerning career education concepts; student and parent surveys; use of facilities; course enrollments; result changes on student aptitude and interest tests; community, business, and industry surveys; and various followup studies.

A career education program implemented by the Los Angeles Unified School District provides assistance to disadvantaged students (defined as persons having academic, social, economic, or cultural handicaps which prevent their succeeding in regular vocational programs). The program uses instructional aides in vocational education courses to assist in improving educational performance and enhancing occupational knowledge and employment potential of disadvantaged students. Evaluation of the program's effectiveness includes analysis of student attendance and student-teacher views of its strengths and weaknesses.

Cross Reference: Another publication issued by the California Department of Education is described in entry 217.

128

Subject: State models (Colorado)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education Act: HB No. 1346*
Organization: General Assembly of the State of Colorado, Denver, CO
Date: 1975
Number of Pages: 5
Levels: Grades K-14
Populations: All

B

Author: Frazier, Calvin M.
Title: *Career Education Act: HB No. 1346—Guidelines*
Organization: Colorado Department of Education, Denver, CO
Number of Pages: 12
Levels: Grades K-14
Populations: All

C

Author: Frazier, Calvin M.
Title: *Colorado Department of Education Memorandum*
Organization: Colorado Department of Education, Denver, CO
Number of Pages: 6
Levels: Grades K-14
Populations: All

D

Title: *Resource Guide to Career Education in Colorado*
Organization: Colorado State Facilitator Project, Longmont, CO
Number of Pages: 72
Availability: ED 117 421
Levels: Grades K-14
Populations: All

E

Title: *State Plan for Career Education*
Organization: State Agency Task Force for Career Education, Colorado Commission on Higher Education, Colorado Department of Education, Denver, CO

Date: May 1973
Number of Pages: 24
Levels: Grades K-14
Populations: All

A–E

Development: In 1973, the Colorado State Agency Task Force for Career Education defined career education as a "continuous learning process that will assist all individuals in decisionmaking through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation and will be pertinent to the life roles of the family, citizenship, leisure time, as well as work." This definition provides the cornerstone for the State Plan for Career Education which is intended to serve local educational agencies as a general guide in developing local career education programs which serve student needs while utilizing all existing community resources, harmonizing with existing local school organization and staffing patterns, and involving all other educational areas in career education to provide for full articulation of career education efforts.

Model: The State Plan is divided into two major sections. Part I contains the roles and organization of State agencies for career education (the Career Coordination Council, the State Coordinator for Career Education, and the Intra-Agency Career Education Coordinators). This section also explains the career education concepts (career awareness, exploration, preparation, and specialization) for kindergarten through postsecondary groups.

Part II covers subgoals and State agency staffing data. The subgoals are 1) the incorporation of the career implications for subject content in all classes, 2) the understanding that the ultimate success of the career effort is dependent upon giving citizens continuous access to appropriate opportunities to update the skills needed for their chosen careers, 3) the sequencing of students into succeeding phases in their career development through placement activities and service, 4) providing each student with a wide range of vocational work training, and 5) allowing every student entry and reentry into career education courses consistent with the student's career choices. The publication also defines terms used in the State plan.

Implementation: The Colorado Career Education Act of 1975 was passed to provide assistance in the implementation of career education concepts in the curricula of all schools and colleges in the State. This act established an executive committee (consisting of State education officials) to make recommendations to the Board of Education regarding the State position for career education and procedures for implementing career education policy. The Board of Education, after considering these recommendations, was to approve an annual budget, adopt needed rules and regulations for implementing accepted recommendations, and appoint a State coordinator for career education.

This bill also called for the establishment of a State advisory council to stimulate, encourage, and assist in creation of local advisory councils for career education, and to advise the executive committee of needed changes in State policy or rules. It also appropriated funds to continue or establish new local career education programs.

This bill was followed by a *Department of Education Memorandum* and *Guidelines for Career Education Implementation*. The *Memorandum* deals primarily with administrative concerns related to implementing the Career Education Act but also outlines the implementation and management of a career education resource center. The *Guidelines* outline procedures for applying for funds under the Career Education Act.

The *Resource Guide to Career Education in Colorado* contains information on a variety of career education programs from kindergarten through postsecondary, including the following information: 1) school district in which the program occurred, 2) program title, 3) grade level, 4) cost per pupil (if available), 5) objectives, 6) narrative, 7) evaluation (if available), 8) availability of materials, 9) special requirements, and 10) relevant sources of information.

Colorado's official State position on career education is broad and flexible enough to allow for local variations according to needs. State-level activity in Colorado is directed toward the establishment of advisory committees, resource centers, and other means and procedures for stimulating and financing local career education programs.

129

Subject:	State models (Connecticut)
Title:	*Second Year Assessment of Career Education Project*
Organization:	Bridgeport City Schools, CT
Date:	May 14, 15, 16, 1973
Number of Pages:	89
Availability:	ED 089 116
Levels:	Grades K-14
Populations:	Not specified
Implementation:	Because complete State materials from Connecticut were not made available, a report on activities within the State

must be limited to the Bridgeport career education project. This project endeavors to bring together the unemployed and the available job openings through an integrated program that is geared to enhance rather than detract from all other educational goals. The material developed in the project is to be distributed statewide.

The results of the project indicated that adequate procedures for project implementation were developed and presented to other districts as the primary objectives of the Bridgeport career education project were reached.

The assessment of the second year of the project considers the administration, guidance services, K-8 program, 9-14 program, and presents recommendations for program continuance.

130

Subject: State models (Delaware)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Author: Broyles, Randall L.
Title: *Career Education: A Differentiated Approach to Improvement of Instruction*
Organization: Department of Public Instruction, Dover, DE
Date: 1973
Number of Pages: 127
Levels: Grades K-12
Populations: All

B

Title: *DOVEM: Deleware's Occupational-Vocational Educational Model: An Experiment in Career Education*
Organizations: Milford School District, DE; Kent County Vocational-Technical School District, Woodside, DE
Number of Pages: 13
Availability: ED 089 002
Levels: Grades K-12
Populations: All

A–B

Model: As described in *Career Education: A Differentiated Approach to Improvement of Instruction*, the State of Delaware does not prescribe a new career education structure superimposed on the existing elementary, middle, and senior high schools; rather, it calls for the meshing of new concepts with the proven practices and qualities in these schools. Utilization of these successful practices and qualities to build a model for a career education instructional system provides a basis for employing the fundamental aspects of career education.

The basic goal sought is to coordinate academic and occupational learning through individualized learning experiences. The student, the focal point for the instructional process, is diagnosed to determine abilities and performance levels as a basis for individualized instruction. The statement of performance objectives, the cycling of learning activities, and the diagnosis of student abilities and performance levels ensure positive experiences and continuous learning progress on the part of every student, regardless of entry level or ability.

The career education concept provides for a renewal of intellectual development that interrelates knowledge acquisition and skill development. This is accomplished through the coordinated planning of the career education program staff. Career exploration, development, and preparation are intrinsic to the student's development and are enhanced through the use of guidance services and placement counseling. These two services assist and direct the student in an individualized learning program and lead to independent study, program placement, and possible cooperative work experience. The Delaware career education program is directed toward the ultimate provision of the most appropriate learning experiences for all students as they move toward designated career objectives or prepare themselves for eventual career selection.

Implementation: An example of the implementation of the State's career education movement is found in DOVEM (Delaware's Occupational-Vocational Educational Model) which is an experiment in career education between two cooperating school districts. The model set as its goal the establishment of a system to serve as a basis for future expansion of career education in the State. The objectives are concerned with broad occupational orientation on the secondary and elementary levels. Students not previously enrolled in vocational programs receive specific training in job entry skills. Work experience is emphasized, intensive occupational guidance and counseling are stressed, and the successful elements of the program are continued after funding is terminated.

Yearly independent evaluation has indicated positive results among the students in the program, particularly in the areas of motivation and awareness of the world of work.

The Interim Report from Newark, in which the results and accomplishments of the program indicated community participation beyond expectations, may offer valuable insights for those engaged in similar programs.

131

Subject:	State models (District of Columbia)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title:	*A Plan for Career Development in the Public Schools of the District of Columbia*
Organization:	Task Force on Vocational Education, District of Columbia Board of Education, Washington, DC
Date:	May 1969
Number of Pages:	39
Availability:	ED 059 346
Levels:	Grades K-12
Populations:	All

B

Author:	Etheridge, Bessie D.
Title:	*Implementing a K-12 Career Development Program in the District of Columbia: Career Development Exemplary Project*
Organization:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Date:	June 30, 1973
Number of Pages:	147
Availability:	ED 086 871
Levels:	Grades K-12
Populations:	All

A–B

Development: The District of Columbia is currently working within a five-year plan for citywide implementation of a career development program.

Model: The first stage of this plan includes the integration of new curriculum methods and materials within the elementary schools, a restructuring of curriculum around career clusters within two pilot junior high schools, and the design of a plan for implementing career exploration for high school students. The plan also involves the expansion of occupational guidance and counseling and the development of relationships with employment services and manpower agencies for the initial placement of all students at the completion of schooling.

The career development program stems from the recommendations of the Task Force on Vocational

Education. The task force determined that career development for students should focus upon developing self-esteem, recognizing the dignity of work, expanding an awareness of the range of present and future job opportunities, preparing for entry into the world of work, and developing marketable skills. It was further determined that career development should be undertaken as the cooperative responsibility of all instructional units.

Implementation: A career development program has been implemented and the initial evaluation is taken as warranting expansion of the model to other schools. The design for the secondary level has been introduced in a pilot high school program. The program has resulted in the publication of curriculum guides and teachers manuals for grades 1-6 and 7-8, a curriculum guide for grade 9, and media packages advertising the program.

The District of Columbia has developed and tested a model of career education from grades K-9 and has implemented a pilot secondary education model.

132

Subject: State models (Florida)

The eight publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Amatea, Ellen S.
Title: *The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher (and Training Manual)*
Organizations: Career Education Center, Florida State University, Tallahassee, FL; College of Education, University of Florida, Gainesville, FL
Date: 1975
Sponsor: Vocational, Technical and Adult Education Division, Florida Department of Education, Tallahassee, FL
Number of Pages: 172
Levels: Grades K-14
Populations: All

B

Title: *Career Education in Florida*
Organization: Florida State Board of Regents, Tallahassee, FL
Date: October 1973
Number of Pages: 17

Availability: ED 097 450
Levels: Grades K-14
Populations: All

C

Title: *A Comprehensive Vocational Education Program for Career Development in Grades K-14; Final Report*
Organization: Pinellas County District School Board, Clearwater, FL
Date: June 30, 1973
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 434
Availability: ED 111 933
Levels: Grades K-14
Populations: All

D

Title: *A Comprehensive Vocational Education Program for Career Development in Grades K-14: Final Report (Appendix)*
Organization: Pinellas County District School Board, Clearwater, FL
Date: June 30, 1973
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 323
Availability: ED 112 169
Levels: Grades K-14
Populations: All

E

Title: *The Florida Position and Career Education*
Organization: Commissioner of Education, Tallahassee, FL
Number of Pages: 5
Availability: ED 117 312
Levels: Grades K-14
Populations: All

F

Title: *GROW's In-Service Participant Booklet*
Organizations: Division of Vocational Education, Tallahassee, FL; Career Education Center, Florida State University, Tallahassee, FL
Date: 1975
Number of Pages: 50

Levels: Grades K-14
Populations: All

G

Title: *Guidelines for Placement Services and Follow-up Studies Provided by School Districts*
Organization: Florida Department of Education, Tallahassee, FL
Date: December 1973
Number of Pages: 11
Availability: ED 117 313
Levels: Grades K-14
Populations: All

H

Authors: Massey, Romeo; Kromhout, Ora M.; Stone, Vathsala I.; Pryor, Robert O.
Title: *Career Education: An Introduction*
Organization: Florida Department of Education, Tallahassee, FL
Date: 1974
Number of Pages: 125
Availability: ED 092 660
Levels: Grades K-14
Populations: All

A–H

Model: The official position of the Florida Department of Education with regard to education in general and career education in particular is defined in *Career Education in Florida*. This position paper sees career education as an integral, lifelong process that integrates the learning and doing (academic and occupational) aspects of education through the total efforts of the home, school, and community. Florida's position, which stresses humanistic and democratic values, is also based on the idea that everyone is unique and has the right to develop to his or her fullest capability.

The goals for career education involve 1) knowledge of one's self, 2) knowledge of one's environment, 3) using one's knowledge, 4) wise career decisions, and 5) proven competence in a skill. In order to achieve these goals, the curriculum must be comprehensive and competency based, all teachers must be involved (and themselves subject to competency-based training), and there must be continuous and future-oriented supportive services for the students.

Several projects in Florida incorporate the official position and have statewide implications. Many of these are associated with the Career Education Center of Florida State University (CEC), including Pro-CESS (which will provide self-instructional materials for inservice training) and UPDATE, a monthly publication for information dissemination and exchange. Similar projects are described in publications on 1) Project LOOM, 2) Project FAIS, 3) EGCE, and 4) VIEW, all of which emphasize competency-based learning strategies for students and professionals as well as efforts to inform and involve all school personnel in career education.

The State position is well represented in the Pinellas County Comprehensive Education Project. This project was implemented in nine pilot schools. Goals and objectives were identified for elementary, junior high, senior high, and postsecondary levels. These operational goals dealt with the areas of inservice, guidance, community information and involvement, legal policies and regulations, support systems and placement, curriculum, costs, scheduling and efficiency management, and longitudinal effects of the cost-instructional system. Expected outcomes (to be measured by built-in evaluation procedures) were formulated for each area.

The Yellow Brick Road, a source book for elementary career guidance strategies, states the imperative for elementary-level career education, defining career choice as a developmental process.

Implementation: State law requires each school district in Florida to establish and maintain job placement and followup services for all students graduating or leaving the public school system. The information thus obtained is used to evaluate existing programs and curricula and to help identify appropriate changes.

Two inservice training packages, sponsored by the Department of Education, should be mentioned: *Project GROW* (Gaining the Realities of Work) and *Career Education: An Introduction.* Both are designed to help teachers infuse career education into existing curricula through activity-based instruction. GROW is designed to train teachers in the use of a specific instructional package. *Career Education: An Introduction* is intended for more general use in the training of teachers in planning, implementing, and evaluating career education activities. This instructional package can be used with groups or as a self-teaching tool.

Comment: Florida, more than other States, stresses the importance of inservice training and competency-based instruction to career education. Mandatory placement and followup services are also unique to Florida. The proper administration of these services works to the advantage of placed students and provides a means of monitoring the effectiveness of the educational program with regard to eventual student success.

133

Subject: State models (Georgia)

The four publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Bottoms, Gene
Title: *The Georgia Plan for Career Education*
Organization: Division of Program and Staff Development, Georgia Department of Education, Atlanta, GA (Paper presented at the National Vocational Guidance Association Convention, Atlanta, GA, May 23-27, 1973)
Date: May 1973
Number of Pages: 10
Availability: ED 079 652
Levels: Grades K-adult
Populations: All

B

Title: *Career and Vocational Education in Georgia: A Program Manual for Local Systems*
Organization: Georgia Department of Education, Atlanta, GA
Date: 1975
Number of Pages: 99
Availability: ED 114 514
Levels: Grades K-adult
Populations: All

C

Title: *Georgia Guidebook Job Placement Services*
Organization: Division of Vocational Education, Georgia Department of Education, Atlanta, GA
Date: 1971
Number of Pages: 61
Availability: ED 072 248
Levels: Grades K-adult
Populations: All

D

Title: *The Status of Career Education in Georgia*
Number of Pages: 23
Organization: Career Education Task Force, Atlanta, GA

Availability: ED 118 957
Levels: Grades K-adult
Populations: All

A–D

Model: The Georgia plan considers career education as a concept and not a program. It therefore cuts across all other program areas and has the potential for achieving a variety of educational objectives. Underlying this plan are the principles of a comprehensive, integrated approach to education, a developmental focus on individuals, and the integration of subject matter in relation to work and other life roles and values.

Implementation: The impetus for this plan comes from the concept of each teacher, regardless of curriculum area, assisting the individual students at each educational level to make continuous progress in acquiring the abilities necessary to manage the career aspects of their lives in ways that are both personally satisfying and productive. This conceptualization is reinforced by the policies initiated by the Georgia Department of Education which call for state and regional leadership to utilize all possible resources in implementing the plan. These State policies take into account the funding of career education programs and the need to annually assess and review the role of the state in education, particularly career education.

The status report by the Career Education Task Force looks at the totality of the plan and considers the many facets of career education in Georgia: administrative leadership, educational television, library services, adult and vocational education, adult basic education, and the improvements necessary to continue the career education movement. The report notes the importance of the role that teacher colleges must play and includes reports on participation of student teachers in area programs.

One example of program implementation is found in the program manual for local school systems which sets forth in detail the organization of a K-adult developmental vocational curriculum. The manual describes the dimensions of career development at each educational level. It focuses on programs in the services (health), businesses or organizations (data processing), technical (construction), and outdoors (agriculture).

The manual, in an example of the work-study program, describes the part-time employment of youth needing money in order to begin or continue full-time vocational training. The manual also describes the elementary career awareness program which emphasizes the discovery process as the student develops an understanding of self in relation to the world of work. A unit approach on all elementary levels is implemented to accomplish this goal.

The Georgia material includes the *Guidebook for Job*

Placement Services, which is an excellent tool. It describes the organization of a placement service, developmental activities, testing, individual and group work activities, and how to followup on students who have been placed. A useful guide for job placement coordinators, it explains Georgia laws on minority employment.

Comment: The total Georgia package on career education is a comprehensive one and offers some valuable information.

134

Subject: State models (Hawaii)

The six publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *A Conceptual Framework for a Career Development Continuum, K-14 For Hawaii's Schools*

Organizations: Office of Instructional Services, Hawaii Department of Education, Honolulu, HI; Education Research and Development Center, University of Hawaii, Honolulu, HI

Date: August 15, 1973

Number of Pages: 37

Availability: ED 098 311

Levels: Grades K-14

Populations: All

B

Authors: Kudo, Emiko I.; Lee, Wah Jim; Ryan, T. Antoinette

Title: *Hawaii Career Development Continuum, K-14: Final Report*

Organization: Hawaii Department of Education, Honolulu, HI

Date: August 15, 1973

Number of Pages: 68

Availability: ED 112 149

Levels: Grades K-14

Populations: All

C

Title: *Hawaii Career Development Continuum: Curriculum Guide for Grades K Through 3*

Organizations: Education Research and Development Center, University of Hawaii, Honolulu, HI; Office of Instructional Services, Hawaii Department of Education, Honolulu, HI

Date: June 1974

Number of Pages: 323
Availability: ED 109 319
Levels: Grades K-14
Populations: All

D

Title: *Hawaii Career Development Continuum: Curriculum Guide for Grades 4 Through 6*
Organization: Office of Instructional Services, Hawaii Department of Education, Honolulu, HI
Date: June 1974
Number of Pages: 263
Availability: ED 109 320
Levels: Grades K-14
Populations: All

E

Title: *Hawaii Career Development Continuum: Curriculum Guide for Grades 7 Through 9*
Organizations: Education Research and Development Center, University of Hawaii, Honolulu, HI; Office of Instructional Services, Hawaii Department of Education, Honolulu, HI
Date: June 1974
Number of Pages: 258
Availability: ED 109 321
Levels: Grades K-14
Populations: All

F

Title: *Hawaii Career Development Continuum: Curriculum Guide for Grades 10 Through 12*
Organizations: Education Research and Development Center, University of Hawaii, Honolulu, HI; Hawaii Department of Education, Honolulu, HI
Date: June 1974
Number of Pages: 234
Availability: ED 109 322
Levels: Grades K-14
Populations: All

A–F

Development: The Hawaii Career Development Continuum (CDC) Project has produced a comprehensive plan for career education, grades K-14, that integrates rationale, goals, objectives, learning experiences, and evaluation procedures.

Model: *A Conceptual Framework for a Career Development Continuum K-14 for Hawaii's Schools* describes the rationale, organizational structure for the delivery of career education, and goals, subgoals and objectives of career education. The *Conceptual Framework* also provides a model for career development, stating that the individual achieves career and self identity through growth and development in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. This growth and development is realized as the individual progresses through a sequence of experiences: K-6 emphasizes developing career and self-awareness; 7-9, career exploration and goal setting; and 10-14, preparation and placements.

From these assumptions and conceptual models, four general capability goals have been generated, dealing with self-realization, social relationships, civic responsibilities, and economic efficiency. Each of these goals has six subgoals consistent through all grades to assure unity and continuity along the career development continuum, but includes differentiated learner objectives for each level.

Implementation: A final report has been compiled on the CDC Project. The project was evaluated by project staff and outside consultants on the basis of perceived usefulness of the conceptual model, four curriculum guides, and the process of conducting the project. However, no evaluation was made on the basis of learner outcomes.

Comment: Fundamental to Hawaii's position on career education is the concept of career development as a continuing, developmental process. As a result, the Career Development Continuum has established the same goals and subgoals for all grade levels, with the objectives and learner activities becoming more complex at later stages of development. This maintains a high degree of continuity along the continuum and affords greater articulation between grade levels—a result that seems unique to this approach.

135

Subject: State models (Idaho)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Career Guidance Counseling Placement Guide*
Organization: Idaho Department of Education, Boise, ID
Date: September 1975
Number of Pages: 35
Availability: ED 114 458

Levels: Grades K-14
Populations: All

B

Title: *Guidelines for Integrating Career Education into a Comprehensive Educational Program for the State of Idaho*
Organization: Idaho Department of Education, Boise, ID
Date: February 1973
Number of Pages: 55
Availability: ED 094 222
Levels: Grades K-14
Populations: All

A–B

Model: Career education is defined by the Idaho Department of Education as an integral part of a comprehensive education program combining the academic world and the world of work. A complete program of career education includes awareness of the world of work, exploration of occupations and career preparation for all students at all levels. A comprehensive career education program includes three dimensions: 1) functions (intellectual, physical, social, and personal), 2) levels (preschool through adult), and 3) focus (awareness of careers, exploration, experimentation, preparation, and application).

Implementation: In an effort to make this three-dimensional model a reality, Idaho's Implementation Program has designated six junior colleges as Cluster Support Centers, which will serve as occupational education centers for area schools. The program will provide State leadership and services to assist local school districts in developing curriculum and disseminating information. The program involves local school district plans for designing and implementing career education in which districts, while involving the community, must identify needs and means of meeting these needs and then implement programs. It also calls for colleges to develop career education options or programs for teacher preparation and for flexibility in State certification and accreditation programs.

The Idaho Department of Education has published the *Career Guidance Counseling Placement Guide* in an effort to assist in formulating career guidance programs. In it may be found the objectives of career guidance, a description of the components of a career guidance program, and a list of the career education responsibilities for counselors, teachers, administrators, and students.

Comments: Although there appears to be a strong interest in career education development on the State level, no information is available on programs at the local level.

136

Subject: State models (Illinois)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *An Aid for Planning Programs in Career Education*

Organization: Division of Vocational and Technical Education, Illinois Board of Vocational Education and Rehabilitation, Springfield, IL

Number of Pages: 32

Availability: ED 099 657

Levels: Grades K-adult

Populations: All

B

Title: *"Career Education" As it Relates to Action Goals for the Seventies: Substantive Goals. A Position Paper*

Organization: Illinois Office of the Superintendent of Public Instruction, Springfield, IL

Date: September 1972

Number of Pages: 11

Availability: ED 097 423

Levels: Grades K-adult

Populations: All

C

Title: *Elementary Occupational Information Program: Keystone to Career Development*

Organization: Division of Vocational and Technical Education, Illinois Board of Vocational Education and Rehabilitation, Springfield, IL

Date: 1974

Number of Pages: 36

Availability: ED 099 616

Levels: Grades K-adult

Populations: All

D

Title: *Innovations in Education*

Organization: Comprehensive Illinois Occupational Education Demonstration Center, Joliet, IL

Number of Pages: 37

Availability: ED 118 960
Levels: Grades K-adult
Populations: All

E

Author: Sanders, Carol
Title: *CERL Project* (Career Education Resource Laboratory Project)
Organization: Center for Educational Studies, Eastern Illinois University, Charleston, IL
Date: May 1975
Number of Pages: 59
Availability: ED 110 663
Levels: Grades K-adult
Populations: All

A–E

Model: The Illinois Office of the Superintendent of Public Instruction defines career education as a single developmental process which has as its primary focus the individual and the individual's development as a contributing member of society. It is intended to help students develop self-awareness and positive attitudes toward the "world of work," explore occupational opportunities, develop entry-level employment skills, and adapt to a constantly changing society. A year-round program of individualized career education stresses a curriculum based on behavioral objectives, a system of 15 occupational clusters, and career-oriented guidance and counseling for all individuals at each stage of their career development.

An Aid to Planning Programs in Career Education is offered by the State Education Department as an aid for developing sequential, occupational education programs and presents a concept in K-adult career education planning. Career education goals are defined, and steps in planning sequential programs are outlined.

Elementary Occupational Information Program: Keystone to Career Development stresses the rule of keeping elementary occupational information programs at suitable developmental experience levels. It defines an organized sequence of career development learning experiences at the elementary level as an occupational information program which encompasses career awareness, self awareness, and career exploration activities.

With the objective of aiding students to make realistic curricular and occupational decisions by the time they reach high school, the program provides a model year plan for inservice staff activities, examples of student performance objectives, and suggested program activities. The program involves resource persons in the classroom and external resources in the world of work. The publication includes examples of evaluation instruments such as student and teacher opinionnaires in addition to a well-constructed career education model illustration.

Implementation: One extensive career education project took place at Eastern Illinois University through its Career Education Resource Laboratory (CERL). The services of the Resource Laboratory were extended to several area schools. Twenty inservice workshops were presented by CERL staff members to help area school districts develop and expand career education programs. More than 250 students, teachers, and administrators visited the lab for consultation and preview of materials. The *Yellow Pages of Community Resources,* a directory of resources and services offered by industry, parents, and teachers in a 10-county area, was distributed along with *To Be or Not to Be,* a monthly career education newsletter. In addition, a local high school served as a demonstration center for the Computerized Vocational Information System (CVIS).

A second center, the Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) located in Joliet, demonstrates several K-14 career and vocational education activities that were originally sponsored by the Illinois Division of Vocational and Technical Education. Some of these activities include: 1) Project ABLE, which organizes classroom activities around the world of work theme; 2) Project JOLIET in which students visit business, industry, and government facilities; 3) Work Experience Career Exploration Program (WECEP), designed to help the 14- to 15-year-old potential dropout before he becomes a statistic; 4) Career Education 9-12, a liaison system between education and the entire community; 5) the System for Individualizing Vocational Education (SIVE) through which teachers can receive minigrants for developing learning packages; and 6) an adaptation of the Computerized Vocational Information System (CVIS) in which students, educational staff, and community residents may fill out request forms anywhere —home, classroom or supermarket—to be processed by Joliet Junior College. The results are returned the next day, providing accurate, up-to-date, accessible educational and occupational information.

Comment: Illinois has a well-developed state policy and supporting material on career education and benefits from having two centers for career education programs (CERL and CIOEDC).

Cross Reference: Other projects of Illinois are described in entries 119 and 198.

137

Subject: State models (Indiana)

The four publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education Curriculum Guide*
Organization: Indiana Department of Public Instruction, Indianapolis, IN
Date: 1973
Number of Pages: 362
Availability: ED 102 411
Levels: Grades K-12
Populations: All

B

Title: *Resources for Career Development: An Annotated Bibliography*
Organization: Indiana Career Resource Center, South Bend, IN
Date: 1975
Sponsor: State Board of Vocational and Technical Education, Indianapolis, IN
Number of Pages: 142
Availability: Indiana Career Resource Center, 1201-09 S. Greenlawn Avenue, South Bend, IN 46615, $4.00
Levels: Grades K-12
Populations: All

C

Author: Wampler, Elizabeth C.
Title: *The Counselor and Career Education*
Organization: Indiana Department of Public Instruction, Indianapolis, IN
Number of Pages: 17
Availability: ED 118 958
Levels: Grades K-12
Populations: All

D

Title: *What's In a Name?: Elkhart Career Education*
Organization: Educational Services Center, Elkhart, IN
Date: 1975
Number of Pages: 29

Levels: Grades K-12

Populations: All

A–D

Model: Total education is the keynote of the Indiana career education program. An introduction in the elementary grades (K-5) creates an awareness of self and respect for the world of work. Exploratory experiences (grades 6-8) broaden the student's knowledge of self and enable students to make more realistic educational and occupational choices. In their investigation of career clusters (grades 9-10), students identify interests, assess potentials, and make informed decisions regarding their immediate goals. In the final two years of high school, sequential career preparation enables students to enter either postsecondary education or useful and rewarding employment. After high school, continuing education is considered part of the totality of an individual's life.

Implementation: *The Career Education Curriculum Guide* is used to implement the model just described. Units for each step in the model present career-related activities and resources that can be integrated into the curriculum. Extensive appendixes present a variety of resources for teachers.

Resources for Career Development: An Annotated Bibliography lists nearly 650 categorized items included in the collection of the Indiana Career Resource Center and available for purchase from the commercial source. (Materials are available for short term loan in Indiana from the Center.) Charts indicate at a glance those items pertinent to specific grade/age levels, career goal areas, and curriculum areas. A large number of printed materials are listed, grouped into four sections: professional materials, for the educator; youth through adult, for the student of any age; reference materials, for the educator and student; and periodicals and journals, primarily for the educator. Games and simulations are also included in the bibliography, as well as numerous audiovisual aids—filmstrips, films, slides, tapes, records, and film loops. A separate section lists testing instruments, primarily for use with middle school through adult age groups.

The Counselor and Career Education presents the role of the counselor on the elementary level as being fourfold: 1) to promote an awareness of self, 2) to provide for a realistic awareness of the world of work, 3) to assist in the development of decisionmaking skills, and 4) to facilitate the introduction of positive values and attitudes toward work. In the middle grades, the career guidance activities include career cluster exploration; assessment of interests, aptitudes and abilities as related to occupational roles; and orientation of students to high school curricula and training programs. The secondary career guidance services should include vocational counseling, consultation, placement, and followup.

What's In a Name?: Elkhart Career Education reports on the development of a career education program for grades K-12. This report focuses on the State model and has two broadly phrased goals. The first is to develop a career conscious faculty who will interpret the present curriculum in a more meaningful manner, showing the direct relationships of specific school subjects to an individual's career development; strive to develop in students an awareness of their worth as effective and productive individuals; work to enable the students to examine their motives for decisionmaking; and include the community in the development of their instructional activities. The second goal is to develop career conscious students who will be aware of career options, equipped to examine their motives for career plans/choices, able to exercise specific descisionmaking skills, and comfortable with their career progress.

Comment: This report is worth considering due both to its effectiveness and to the concrete foundation it offers for career education program development.

138

Subject: State models (Iowa)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Information System of Iowa*

Organization: Guidance Services Section, Iowa Department of Public Instruction, Des Moines, IA

Levels: Grades K-12

Populations: All

B

Authors & Titles: *Models for Career Education in Iowa.* Sixteen publications entitled:

a) Brooks, Clair E. *Career Education and the World of Work*
b) Brooks, Clair E. *Information Centers in Career Education*
c) Flynn, Donald J. *Administrator Roles in Implementing Career Education Concepts in the Curriculum*
d) Flynn, Donald J. *Implementing Career Education Objectives in the Classroom: Exploration Phase*
e) *Goals and Objectives for Implementation of Career Education in Grades 7-12: Mason City Community School District*

f) Hopkins, Bruce. *Career Decision Making in the Career Education Process*
g) Hopkins, Bruce. *The Self-Concept and Career Education*
h) Kahler, Alan A. *Implementing Career Education Objectives in the Classroom: Exploration and Preparation Phase*
i) Kahler, Alan A.; Fox, Darlene. *Selected Occupations by Subject Matter and Occupational Clusters for Use in Secondary Schools*
j) Mayer, JoAnn. *Implementing Career Education in the School Curriculum*
k) Mayer, JoAnn; Pellegreno, Dominick. *Self-Awareness Classroom Activities*
l) Morris, Van Cleve. *The Way We Work*
m) *A Philosophy for Career Education*
n) Pritchard, Mary E. *Implementing Career Education Objectives in the Classroom: Accommodation Phase*
o) Pritchard, Mary E. *Implementing Career Education Objectives in the Classroom: Awareness Phase*
p) *Selected Occupations by Clusters for Use in Elementary Schools*

Organization: Special Needs Section, Iowa Department of Public Instruction, Des Moines, IA (Publications for career education in Iowa)

Availability: a) ED 118 723, b) ED 109 313, c) ED 118 727, d) ED 118 728, e) ED 109 316, f) ED 118 725, g) ED 118 722, h) ED 118 729, i) ED 118 726, j) ED 109 312, k) ED 109 310, l) ED 118 724, m) ED 118 721, n) ED 109 308, o) ED 109 309, p) ED 109 314

Levels: Grades K-12

Populations: All

C

Title: *Vocational Assessment Systems*

Organization: Iowa Department of Public Instruction, Des Moines, IA (Iowa Invitational Workshop)

Date: October 1973

Number of Pages: 123

Availability: ED 106 654

Levels: Grades K-12

Populations: All

A–C

Development: Iowa in 1971 committed itself to a comprehensive, statewide program to promote career education when it initiated its exemplary project, *Models for Career Education*, through the State Department of Public Instruction. The purpose of the program was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972, the project was expanded to include the high school curriculum. This exemplary project was sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. A third-party evaluation is being made by the Iowa Center for Research in School Administration.

Model: An initial series of workshops involved participating school staff and outside resource persons with various backgrounds and expertise. During 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use during the 1973-74 school year. The result of this project, *Models for Career Education in Iowa,* is actually a series of publications, each relating to a specific area in career education. These areas include the role of administrators in career education, the philosophy of career education, and various ways of implementing career education in the different phases with specific activities, resource materials and evaluations.

Implementation: Another recent development is the Career Information System of Iowa (CISI). This is a career information system which catalogs over 300 occupations. The schools that subscribe to CISI have a choice of either a manual (needle-sorter) delivery mode or a computerized delivery. However, the computerized delivery, which utilizes a student-operated teletype computer terminal, is presently available only in selected pilot/demonstration sites. CISI also produces *CISI News-Sort,* a quarterly publication which offers new ideas, resources, and information about career education in Iowa.

In addition, the Department of Public Instruction in 1973 published *Vocational Assessment Systems,* a compilation of workshop materials which discusses several career assessment systems for special needs populations, including the Singer/Graflex System, JEVS (Jewish Employment and Vocational Service) and the Tower System.

139

Subject: State models (Kansas)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education Activity Kit* (Three volumes, K-2, 3-4, 5-6)

Organization: Wichita Career Education Consortium, Curriculum Services Division, Wichita Public School System, KS

Date: 1974

Sponsor: Division of Vocational Education, Kansas Department of Education, Topeka, KS (Funded by the U.S. Office of Education)

Availability: ED 118 961 (K-2), ED 118 962 (3-4), ED 118 963 (5-6)

Levels: Grades K-adult

Populations: All

B

Title: *Kansas Guide for Career Education, Continuous Development: Kindergarten through Adult*

Organization: Kansas Advisory Council for Guidance and Pupil Personnel Services, Topeka, KS

Date: 1973

Sponsor: Kansas Department of Education, Topeka, KS (Funded by the University of Missouri, Columbia, MO)

Number of Pages: 26

Availability: ED 080 706

Levels: Grades K-adult

Populations: All

C

Author: Neely, Margery A.

Title: *The Kansas Model for Career Education*

Organization: Paper presented at the annual meeting of the American Personnel and Guidance Association, New Orleans, LA

Date: April 1974

Number of Pages: 16

Availability: ED 095 464

Levels: Grades K-adult

Populations: All

A–C

Model: Career education in Kansas is looked upon as a process, a sequence of experiences, a delivery system: a concept oriented to a total life-long learning venture. This process is integrated into the existing curriculum as an interdisciplinary approach to presenting career activities to students. The student as individual is the focal point and development of self in relation to work and leisure is emphasized.

The Career Education Activity Kit (CEAK) is an extensive listing of activities designed to enhance instructor goals by reinforcing learned capabilities. Each activity is accompanied by a career generalization, career objective statements, and a performance objective stated in behavioral terms, enabling the teacher to easily evaluate student participation.

The CEAK development is based on the premise that teachers generally do not have time to engage in hands-on activities that are usually suggested in curriculum guides. The material in the kits provides the required activity.

These kits actualize the State's philosophy of career education involving the student in the learning process, an involvement facilitated by interdisciplinary activities which supplement instructional goals.

140

Subject: State models (Kentucky)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Editors: Kennedy, Elsie; Williams, Lawrence
Title: *Synopsis: Career Education in Kentucky*
Organization: Division of Vocational Education, University of Kentucky, Lexington, KY
Date: 1973
Number of Pages: 33
Availability: ED 072 190
Levels: Grades K-14
Populations: All

B

Author: Mattei, Otta A., Jr.
Title: *A Comprehensive Career Education Model, Grades One Through Fourteen—A Research and Development Project*
Organization: Bowling Green Independent School District, KY
Date: August 31, 1974
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 118
Availability: ED 099 641
Levels: Grades K-14
Populations: All

A–B

Development: *Synopsis: Career Education in Kentucky* places the history of career education in the State in a framework which includes the 1968 Amendment to the 1963 Vocational Education Act. In the State, a Career Education Policy Committee and a Career Education Technical Committee were formed to implement a program and establish funding procedures.

Model:	Seven local projects resulted from this initial action, attempting to provide better answers to vocational needs of all students. To do this, these programs are to help students gain an adequate knowledge about career areas and choices at all age levels, and to utilize the entire curriculum as a medium for integrating knowledge and attitudes about occupational choice. The important areas of the social, economic, and personal factors that influence, and are influenced by, occupational choice, and the means for preparing for appropriate occupational entry are to be paramount in the programs.

Seven model programs are described in this overview, one of them in the Bowling Green public schools. Bowling Green's Project PEOPLE emphasizes student and teacher orientation, self awareness and exploration activities. A third-party evaluation team looked at the problem areas, goals, and objectives in all grade levels.

Both internal and external evaluations indicate that the Project developed a comprehensive career education program in all city schools and on all grade levels capable of serving as a national model. The staff and students were shown to be highly involved in the program as were over 1,000 parents and other community resource persons. More than 1,000 career education units and a career education manual have been developed and disseminated.

The evaluator recommended the integration and infusion of career education into the classroom, an awareness of the director of career education to the sensitivities of teachers and other involved personnnel, and the need for staff involvement in training and inservice design, goal setting, teaching method development, and all planning phases. The evaluator also recommended that the supportive roles of the administration and board of education be enhanced and the parent-community involvement increased.

141

Subject: State models (Louisiana)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title:	*Career Education in Louisiana, 1973-74: An Annual Report*
Organization:	Instructional Services Division, Louisiana Department of Education, Baton Rouge, LA
Date:	1974
Number of Pages:	44
Levels:	Grades K-12
Populations:	All

B

Title:	*Louisana Career Education Goals and Objectives, 1975*
Organization:	Louisiana Department of Education, Baton Rouge, LA
Date:	1975
Number of Pages:	71
Availability:	ED 118 945
Levels:	Grades K-12
Populations:	All

A–B

Model: Louisiana has developed a model for career education that conceptualizes an operational definition for all students K-12: "Career education is fundamentally a student-oriented process geared toward the acquisition of skills by students to strengthen their ability to lead meaningful, satisfying, and economically rewarding lives; and guarantees to every student the opportunity to discover, decide, and develop his own way of life."

The model has the following components: Human Achievement Skills (living skills), including intrapersonal, interpersonal, problemsolving, and goal-setting skills; Educational Achievement Skills (learning skills), including basic knowledges, basic skills, and basic attitudes; Career Achievement Skills (working skills), including career awareness (grades K-3), career motivation (grades 2-6), career exploration (grades 5-8), tentative career decision (grades 8-10), and career entry skills (for job entry or secondary education).

There are nine components of the State plan for career education, each having specific goals, objectives, methods, results, and funding. The nine components include 1) curriculum development and revision, 2) career education inservice training at the elementary and secondary level, 3) career education inservice training at the college and university level, 4) teacher-competency model, 5) communication skills program, 6) vocational and technical school programs, 7) elementary and secondary program development, 8) human relations, and 9) needs assessment.

Implementation: The Louisiana resources describe activities in 66 local school districts that have implemented career education programs.

In 1974, a 38-member career education advisory council was appointed to help in the planning and development of the goals and objectives for career education. A series of eight planning meetings was then held throughout the State to consider elementary, junior high, and senior high goals and objectives.

The goals developed from these regional meetings are for

9-year-olds, 13-year-olds, and 17-year-olds. In *Louisiana Career Education Goals and Objectives, 1975*, each section summarizes the goals and objectives.

142

Subject: State model (Maine)

Authors: Thombs, Marshall R.; Willett, George

Title: *Research and Development Project in Career Education*

Organization: School Administrative District Number 9, Farmington, ME

Date: June 30, 1974

Number of Pages: 231

Availability: ED 117 304

Levels: Grades K-12

Populations: All

Implementation: This report describes a career education project for grades K-12, developed for a rural school district in Maine. The project is founded on the basic idea that career education is to become integrated into the existing curriculum and also is to bridge the gap from classroom content to the world of work. Six elements are seen to be essential to a complete unit of study developed around the career education concept: all subject matter tie-in, hands-on experiences, resource persons, field trips to business or industry, role playing, and career awareness.

The summaries in the report graphically show the relationships between the career clusters and the numbers of field trips, resource persons and students participating.

During its first year, the Farmington project focused on 1) staff utilization, 2) establishing a third-party evaluation team, 3) incorporating the Career Resource Center as part of the career education project, 4) integrating the career education activities into the existing curriculum, 5) encouraging more experimental career education projects developed jointly with teachers, 6) involving a larger number of teachers in the project, 7) establishing a sequential program, and 8) correlating occupational clusters with the existing curriculum.

The report indicates that the elementary program was strengthened, the junior high school developed a broader guidance program based on career development guidelines, and the secondary level saw increased student participation in the community. More than 100 projects incorporated the essential elements previously mentioned.

Comment: The main body of the report presents the results in graph form. Conclusions and recommendations germane to this project may be applicable to others.

143

Subject: State models (Maryland)

The six publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education: A Handbook for Implementation*
Organization: Maryland Department of Education, Baltimore, MD
Date: February 1972
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 102
Availability: ED 062 521
Levels: Grades K-adult
Populations: All

B

Title: *Career Education: An Annotated Instructional Materials Bibliography K-12*
Organization: Department of Educational Media and Technology, Rockville, MD
Date: January 14, 1974
Number of Pages: 14
Availability: ED 118 756
Levels: Grades K-adult
Populations: All

C

Title: *Life Career Development: A K-12 Career Education Conceptual Model Designed as a Guide for Teachers, Administrators, and Counselors*
Organization: Board of Education of Baltimore County, Towson, MD
Date: 1974
Number of Pages: 178
Availability: ED 118 950
Levels: Grades K-adult
Populations: All

D

Title: *Maryland Career Development Project (K-Adult), Career Exploration Model, Grades 7-9*
Organizations: Baltimore City Public Schools, MD; Maryland Department of Education, Baltimore, MD
Date: 1973

Sponsor:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages:	67
Availability:	ED 086 905
Levels:	Grades K-adult
Populations:	All

E

Title:	*Maryland Career Development Project (K-Adult): Vol. 1. Final Report*
Organization:	Maryland Department of Education, Baltimore, MD
Date:	August 1973
Sponsor:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages:	34
Availability:	ED 091 499
Levels:	Grades K-adult
Populations:	All

F

Title:	*Memorandum to Members of the Board of Education*
Organization:	Montgomery County Public Schools, Rockville, MD
Levels:	Grades K-adult
Populations:	All

A–F

Development: Maryland was one of the first States to actively adopt career education as an educational project, and there has consequently been a large amount of career material generated throughout the State. Its first model career education project was initiated in July 1970.

Model: The goals of the Maryland Career Development Project (K-adult) are 1) to help individuals develop a positive self-concept and a greater degree of self-understanding, 2) to help students learn about and understand the range of educational and career opportunities presently available and likely to be available in the future, 3) to help students develop and use the decisionmaking process more effectively, and 4) to help individuals make a smoother transition from education to the world of work and vice versa.

The primary emphasis of the project was in Baltimore, but subsequent implementation spread to the entire State. The project includes an elementary resource component and a junior high work-oriented (cooperative) component. An evaluation at the end of the initially funded project indicated that much of education can be changed and made more relevant and meaningful by focusing on programs which facilitate the career development of individuals.

Following the State position, the conceptual framework for career education adopted by the Baltimore Public Schools is developmental in nature. Designed for all students (K-12), and further considering adult education, the program is to be implemented throughout the entire curriculum and covers awareness, exploration, skill attainment, and job preparation. The goals for each stage of career education (awareness, investigation and decisionmaking, and preparation) are directly based on career education literature.

As employed in the Baltimore program, six major concepts of career education lead to a better understanding and fuller implementation process. First is the provision for the development and clarification of attitudes toward the concept of work; second is the opportunity for the development of decisionmaking skills in advance of specific need; third, stimulation of a continuing awareness of the self through the examination and development of interpersonal relationships and skills; fourth, the provision for the opportunity to develop skills and competencies which respond to self and societal needs; fifth, the facilitation of identification of vocational and educational alternatives and lifestyles and the integration of these dimensions into one's continuing career plan; and sixth, access to social, economic, and cultural conditions and equipping of the individual to influence change as possible.

Implementation: From this model program, based on the State position and model, many similar career education programs were instituted in Maryland. Montgomery County Public Schools designed a program with a broad curricular framework primarily for instructional supervisors responsible for curricular planning and for administrators and teachers responsible for instructional planning.

Prince George's County generated a wealth of career education material dealing with the need for cooperation between the programs and the business community in order to implement work programs, onsite visitations, cooperative programs, speakers, and field trips. A similar use of community resources was developed by the Rockville Schools in order to make available to teachers the materials necessary for a full curricular career education project.

144

Subject: State models (Massachusetts)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *The Blue Hills Model: A Collaborative Experiment in Career Development. Volume I—The Satellite Plan*

Organization:	Blue Hills Regional Career Education Center, Canton, MA
Date:	1973
Number of Pages:	30
Availability:	ED 099 463
Level:	Secondary school
Population:	Not specified

B

Title:	*The Blue Hills Model: A Collaborative Experiment in Career Development. Volume II-A. Health Services Curriculum*
Organization:	Blue Hills Regional Career Education Center, Canton, MA
Date:	1973
Number of Pages:	74
Availability:	ED 099 464
Level:	Secondary school
Population:	Not specified

C

Title:	*Massachusetts Guidelines for Guidance Programs in Career Education*
Organization:	Career Guidance, Counseling and Placement Project, University of Missouri, Columbia, MO
Date:	November 1973
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	83
Availability:	ED 101 101
Level:	Secondary school
Population:	Not specified

A–C

Model:

The *Guidelines,* developed by several professional associations in the State, are intended to assist the guidance counselor in providing expertise and leadership in the implementation of career education. Major responsibilities of guidance counselors in career education programs fall in three areas. First is provision of individual and group counseling opportunities directed toward self-awareness and personal integration. Second is assisting curriculum and instructional staff in the implementation of a career education program by collecting data on occupational opportunities, by defining the concomitant educational training needs, by providing the information for classroom use which will introduce students to these opportunities, and by the development of classroom activities for increasing student self-awareness in terms of interests, abilities, and values.

The third area of guidance personnel responsibility requires providing placement and placement counseling for: special needs programs, course selection, experiential components of career guidance programs, part-time and work-study jobs, cooperative and distributive education programs, higher education or further training, and entry job placement.

The theories of counseling that are applicable to career education and the objectives and services rendered are developed from these three areas of counseling in career education programs.

Implementation: Of particular interest are the suggestions in the *Guidelines* regarding the implementation of a State plan for counseling and guidance in career education. These suggestions stress the responsibilities on all levels, from the State Board of Education to the parent and community.

The Blue Hills Regional Center is a career education center that has cooperative programs with seven suburban high schools in the Canton area in which the exploratory cluster concept is fully implemented. Cooperative efforts between the Center and these high schools permit students to participate in the examination of career clusters. The Center also has an extensive program to orient students to health careers and services through classroom and laboratory work.

Comment: Although not a State position, the most noteworthy of the Massachusetts materials available is the *Guidelines for Guidance Programs.*

145

Subject: State models (Michigan)

The nine publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Development: Goals and Performance Indicators*
Organization: Michigan Career Education, Michigan Department of Education, Lansing, MI
Date: 1974
Number of Pages: 68
Availability: ED 118 972
Levels: Grades K-12
Populations: All

B

Title: *Career Education Handbook for Implementation*
Organization: Michigan Career Education, Michigan Department of Education, Lansing, MI

Availability: CE 006 737
Levels: Grades K-12
Populations: All

C

Title: *Career Education in Michigan*
Organization: Michigan Department of Education, Lansing, MI
Date: January 8, 1975
Number of Pages: 37
Availability: ED 108 092
Levels: Grades K-12
Populations: All

D

Authors: Odbert, John; Trotter, Eugene E.
Title: *Career Education Personnel Model*
Organizations: Michigan Department of Education, Lansing, MI; Vocational Education and Career Development Service, University of Michigan, Ann Arbor, MI
Date: February 1974
Number of Pages: 186
Availability: ED 102 494
Levels: Grades K-12
Populations: All

E

Title: *Career Education Resource Guide*
Organization: Michigan Career Education, Michigan Department of Education, Lansing, MI
Number of Pages: 380
Availability: ED 118 951
Levels: Grades K-12
Populations: All

F

Title: *Career Education Workshop Implementor Handbook*
Organization: Michigan Career Education, Michigan Department of Education, Lansing, MI
Date: 1974
Sponsor: U.S. Office of Education, Washington, DC
Levels: Grades K-12
Populations: All

G

Title: *Comprehensive Career Education Project for the Districts of Muskegon Hts., Michigan, and Resource Guide*

Organization: School District for the City of Muskegon, MI
Availability: VT 100 432 and VT 100 433 in ERIC set ED 094 271
Levels: Grades K-12
Populations: All

H

Title: *Ideas for Activities Designed to Deliver Career Development Outcomes*
Organization: Michigan Career Education, Michigan Department of Education, Lansing, MI
Availability: ED 118 959
Levels: Grades K-12
Populations: All

I

Title: *Michigan Personnel and Guidance Association Position Paper on Career Education for Michigan Youth*
Number of Pages: 11
Availability: ED 118 959
Levels: Grades K-12
Populations: All

A–I

Development: Michigan has been involved in career education since 1971 when the State Board adopted "The Common Goals of Michigan Education." Career education was defined as "a concept for developing an educational delivery system which emphasizes the knowledge, skills, and attitudes people need to explore, understand, and perform the life roles they can be expected to play. It embraces all elements of education, requiring the cooperative participation of both the school and the total community. Career education generally includes two broad processes which are commonly known as 'career development' and 'career preparation.' "

Model: The development of the concept as a program is further pursued through the *Career Development Goals and Performance Indicators,* which presents a model for career education and clarifies the content of career development by specifying student outcomes. This document organizes the content of career development into the areas of self-awareness, career exploration, decisionmaking, planning and placement—interrelating these in the development of the individual. In expanding upon the individual's life roles as citizen, family member, participant in aesthetic and recreational experiences, and worker, this reference guide stresses basic skills, preparation for social participation and change, ability to think creatively and critically, development of a strong self-concept, and the gaining of occupational skills.

Implementation: The implementation of the Michigan career education program is facilitated by the *Handbook for Implementation* and the *Resource Guide*. The *Handbook* is designed as an introduction to the collection of career education materials available through the State Department of Education. It introduces career education with an overview of legislation, guidelines, and references for starting to plan and develop a program. A special section on creating awareness, understanding, and receptivity indicates how to estimate the current position of a school district, and tells how to develop career awareness. Other sections deal with organization, planning, program development and evaluation, and available resource materials.

The *Resource Guide* is an extensive collection of materials related to the four career development components. It is part of a kit of tools for teachers, counselors, and others to use in planning and delivering career education programs. The resources included are indexed according to purpose and components.

Ideas for Activities, a supplemental reference, provides suggestions for inclusion of career development concepts in subject matter instruction. The *Implementer Handbook* examines three specific questions related to inservice training: 1) What do we want to achieve? 2) What strategies will help us? 3) Have we reached the target? The *Handbook*, divided into units that analyze each question, is a source worth considering by directors faced with the problems of inservice training.

A competency-based model has been developed in Michigan for the preparation and training of educational personnel (K-12) who plan to implement career education programs at the local level.

The Muskegon material details local level implementation of career education as suggested by the State guidelines.

146

Subject: State models (Minnesota)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *The Career Education Model Utilized by the Minnesota State Division of Vocational-Technical Education: Interim Evaluation Report*
Organization: Educational Management Services, Inc., Minneapolis, MN
Date: May 1973
Sponsor: Minnesota Department of Education, St. Paul, MN
Number of Pages: 102
Availability: ED 080 687

Levels: Grades K-12
Populations: All

B

Title: *Career Education Resource Guides*, including a) *Satisfactions and Rewards of Work*, b) *Value Identification*, c) *Women and the World of Work*, d) *Significant Others*, e) *Social Contributions of Work*, f) *Lifestyles and Work*, and g) *Self-Concept Exploration*
Organization: Pupil Personnel Services, Minnesota Department of Education, St. Paul, MN
Date: 1972
Levels: Grades K-12
Populations: All

C

Authors: Hansen, L. Sunny; Klaurens, Mary K.; Tennyson, W. Wesley
Title: *Project TECE (Teacher Education for Career Education): Module I: Orienting Prospective Teachers to Career Education*
Organization: College of Education, University of Minnesota, Minneapolis, MN
Date: September 1973
Number of Pages: 106
Levels: Grades K-12
Populations: All

D

Authors: Kleve, Gerald L.; Miller, G. Dean; Stock, William; Kerlan, Julius H.
Title: *Career Education in the Elementary School*
Organization: Elementary School Unit and Pupil Personnel Services Section, Division of Instruction, Minnesota Department of Education, St. Paul, MN
Date: 1974
Number of Pages: 81
Availability: ED 086 941
Levels: Grades K-12
Populations: All

E

Title: *Who? Where? Why? Career Guidance, Counseling and Placement: A Developmental Self-Concept Approach*
Organization: Pupil Personnel Services Section, Division of Instruction, Minnesota Department of Education, St. Paul, MN

Date: 1975
Number of Pages: 33
Levels: Grades K-12
Populations: All

A–E

Development: In 1972, the Minnesota State Board of Education adopted a position on career education that not only defined the concept, but stated the goals for students at all levels and proposed implementation procedures. "Career education," the Minnesota definition reads, "is an integral part of education providing purposefully planned and meaningfully taught experiences, for all persons, which contributes to self-development as it relates to various career patterns."

Model: Emphasis is placed on career awareness, orientation, and exploration of the world of work, decisionmaking relative to additional education, preparation for career proficiency and/or specialized occupations, and understanding the interrelationships between career and lifestyle.

The career education goals for preschool and elementary students include development of the basic skills in communication, computation, problem solving, self-worth, self-esteem, critical thinking, and an awareness of society and of self-interest in relation to careers. The implementation of the career education concept on the elementary level, based on the State position, is found in *Career Education in the Elementary School.*

Elementary-level career education awareness is achieved through a sequence of well-planned experiences assisting in total student development. The basic skills and the affective domain as developmental goals for the elementary school child are seen as foundations for the infusion of the career awareness concept into the curriculum.

Career guidance, counseling, and placement play an important role within the program. The emphasis on career education, the emerging trends within the world of work and the psychological effects of modern technological society require the thorough examination of the career development process and the broadening of scope and emphasis of models for guidance, counseling, and placement to meet these social needs.

Implementation: Incorporating these challenges to career guidance and counseling, the "Who? Where? Why?" source considers career development as a self-concept model and examines vehicles for implementing the model. This self-concept approach provides that students at all ages be counseled. The booklet suggests supplementary activities for those working with these students. The document also discusses the interrelationship of staff, parents, and community with the counselor. It offers a comprehensive viewpoint for the career guidance and counseling personnel in a career education program.

The package of varied, comprehensive resource materials for use at the high school level, developed by the Pupil Personnel Services Section, constitutes a career development curriculum identifying the concepts of self and community. It focuses on the social issues and vital themes making up the real life and the real world.

Project TECE, operating under an Education Professions Development Act grant, develops modules on the elementary and secondary level for teachers in career education. It includes programs in methods, introductory education, clinical experiences, curriculum, and foundations courses.

The Interim Evaluation Report describes the development of the model for evaluation. It does not report the evaluation results, however.

Cross Reference:	Other documents produced in Minnesota are described in entries 29 and 36.

147

Subject:	State models (Mississippi)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author:	McMinn, J. H.
Title:	*Career Education in Mississippi*
Organization:	Division of Vocational and Technical Education, Mississippi Department of Education, Jackson, MS
Date:	1973
Number of Pages:	16
Availability:	ED 090 365
Levels:	Grades K-12
Populations:	All

B

Editors:	McMinn, J. H.; Morris, Ken
Title:	*Career Education: A Handbook for Program Initiation*
Organization:	Division of Vocational and Technical Education, Mississippi Department of Education, Jackson, MS
Date:	July 1972
Number of Pages:	134
Availability:	ED 073 288
Levels:	Grades K-12
Populations:	All

C

Authors: Wall, James E.; Shill, James E.

Title: *Teacher In-Service Training for Career Education Projects in Mississippi. Final Report. (June 1, 1971-June 30, 1972)*

Organization: Mississippi Research Coordinating Unit for Vocational-Technical Education, State College, MS

Sponsor: Bureau of Educational Personnel Development, U.S. Office of Education, Washington, DC

Number of Pages: 34

Availability: ED 073 290

Levels: Grades K-12

Populations: All

A–C

Model: The philosophy of career education in Mississippi is compatible with education for careers and looks to the levels of awareness, exploration, preparation, and continuing education for implementation. Inservice education of administrators, program directors, teachers, and counseling and guidance personnel is considered inherent in the desire to implement career education programs.

Implementation: Initiation of career education must be brought about through a career centered curriculum (aptly presented through use of charts in the source) that embraces K-12 activities which enhance program success. The responsibilities of personnel—adminstrators, career education teachers, occupational orientation teachers, counselors, and aides—are carefully spelled out in the *Handbook*. The *Handbook* includes representative ideas, sample activities, and suggestions for implementation.

An inservice approach to orienting administrators, teachers, counselors, and allied personnel to the concept and implementation of career education has resulted in the drawing up of a handbook developed for workshops and inservice training. A variety of concepts, objectives, and activities for such training workshops are suggested.

148

Subject: State models (Missouri)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Authors: Staff, Marion; Magnuson, Carolyn

Title: *Missouri Career Education: Self, Work, Leisure: Training Workshop Handbook*

Organization: Department of Elementary and Secondary Education, Missouri Department of Education, Jefferson City, MO

Date: 1975

Levels: Grades K-12

Populations: All

B

Title: *Processes in Career Selection: A Demonstration Project in Staff Development: An Area Approach to In-Service Training*

Organization: Mineral Area College, Flat River, MO

Date: September 1975

Sponsor: Missouri Department of Education, Jefferson City, MO

Number of Pages: 29

Availability: ED 118 932

Levels: Grades K-12

Populations: All

A–B

Development: *Missouri Career Education: Self, Work, Leisure: Training Workshop Handbook* introduces career education as a movement and tells how to get it started. It explains how a school can go about the development of a comprehensive blueprint to meet the needs of everyone involved and utilize information to achieve program direction. The movement from plan to action is the overriding thrust of the publication.

Model: The conceptual framework for this movement is the understanding of career education as a complete educational concept spanning all educational courses. Within this framework both vocational and academic education are seen as essential to the individual's total education. Traditional academic subject areas are not replaced, nor is the concept to be viewed as separate from the traditional curriculum or course offering. Career education therefore includes preparation that will help students prepare for life's decisions and enable self-understanding, awareness of potentials, and the relation of self to the world.

Implementation: Based on this conceptual framework, the *Handbook* presents a thrust toward implementation and planning of career education by school districts and individual schools. It is not a total spelling out of how to do it. The *Handbook* deals with getting started, determining needs, directing the program (goals and objectives), moving from plan to action, and effective use of resources.

Processes in Career Selection demonstrates effective and efficient methods of providing inservice training in principles and concepts of teaching career selection and in developing teaching programs which include career selection techniques. The inservice training was approached through a credit-generating class for the participating teachers, the results of which are generally positive and indicate a better understanding of the career education concept and career selection process by all participants.

149

Subject: State models (Montana)

Title: *Research and Development Project in Career Education, Volume I: Final Report*

Organization: Division of Vocational and Occupational Skills, Montana Department of Public Instruction, Helena, MT

Date: August 6, 1973

Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC

Number of Pages: 167

Availability: ED 089 118

Levels: Not specified

Population: Agriculture students

Implementation: This document reports the results of a 1½-year career education research and development project in Montana. The goals of the project were 1) to establish a career education program founded on research of manpower and State needs with emphasis on agriculture and related areas, 2) to provide students with accurate information about these needs, and 3) to provide training and placement in order that the students interested in occupations in agriculture could fulfill the manpower needs.

The objectives and procedures of the program were carried out during the time period set aside for the program, and the results of the evaluation indicate that there were significant attitudinal changes on the part of administrators, counselors, and teachers toward the career education program and its participants. This, in conjunction with the demonstrated success in meeting the three goals of the program, led to subsequent extension of the program for an additional 18 months.

150

Subject: State models (Nebraska)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Career Education: A Position Paper*
Organization: Nebraska Department of Education, Lincoln, NE
Date: 1972
Number of Pages: 211
Availability: ED 069 858
Levels: Grades K-adult
Populations: All

B

Title: *Developing Career Education.* Five publications entitled: a) *K-2 Instructional Units,* b) *3-6 Instructional Units,* c) *7-12 Instructional Units,* d) *A Career Education Inservice Program,* and e) *Developing Career Education in the Small, Rural School*
Organization: Division of Vocational Education, Nebraska Department of Education, Lincoln, NE
Number of Pages: a) 210, b) 203, c) 131, e) 50
Availability: a) ED 106 619, b) ED 106 620, c) ED 106 621, e) ED 112 158
Levels: Grades K-adult
Populations: All

A–B

Model: The Nebraska State Department of Education recognizes the need for career education at each stage in the lifelong process of career development from kindergarten through adulthood. Career education is viewed as a comprehensive, systematic, and cohesive plan of instruction which permeates the total educational program and provides each student the opportunity to plan and prepare for a meaningful and satisfying work role. The State position identifies three essential components of career education: curriculum design, teacher preparation, and community involvement. These components emphasize job placement needs, inservice, and possible preservice teacher training in career education, as well as community participation in planning and presenting career education activities.

Implementation: The Nebraska model at Milford Public Schools translates the State position into specific objectives, activities, resources, and methods of evaluation in K-12 career education. This district has developed three sets of instructional units for developing career education. K-2 instructional units emphasize knowledge and understanding of the physical, mental, social, and emotional self. These objectives are combined with others relating to career awareness and the concepts of skills acquisition and competency. The objectives and activities for grades 3-6 introduce various occupations and relate to the concepts of job characteristics, employability skills, and the supply and demand of occupations. The instructional units for grades 7-12 provide for career education activities requiring greater analytic examination of occupations, self-appraisal, and decisionmaking. The district has also developed manuals for inservice training of staff and career education program implementation. Both of these publications present a systematic approach to career education through a series of coordinated learning activities and related written materials.

In summary, the State of Nebraska endorses a comprehensive approach to career education from kindergarten through adulthood. Although pilot project details are lacking, at least one district has expanded the State position into a systematic and cohesive plan of K-12 career education instruction. Teacher training in career education is at the inservice level with State-suggested prospects for preservice training.

151

Subject: State models (Nevada)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Career Development in Nevada: Goals and Objectives, a Working Guide*
Organization: Nevada Department of Education, Carson City, NV
Date: June 1974
Number of Pages: 27
Availability: ED 101 092
Levels: Grades K-12
Populations: All

B

Title: *Career Development in Nevada: Organizing for Instruction*
Organization: Nevada Department of Education, Carson City, NV
Date: June 1974
Number of Pages: 19
Availability: ED 101 093
Levels: Grades K-12
Populations: All

A–B

Model: *Career Development in Nevada: Organizing for Instruction* presents the conceptual framework for career education in Nevada. The State's approach is to apply proven and experimental ideas and practices which can be formalized into a total instructional system. The concept points to the need for change in organizing and teaching for living in the real world. It also strengthens the approach to and the quality of the instructional process. *Goals and Objectives* provides a hierarchy of goals and related objectives.

Organizing for Instruction provides direction for schools seeking to set up an instructional framework for a sound and comprehensive career education program. The publication provides a variety of approaches utilizing the abilities and resources of many teachers, along with suggestions for organizing various instructional modes for effective teaching and learning. The material is designed to help curriculum planners in the development of plans for the implementation of a school career development program.

Goals and Objectives provides goals, subgoals, and objectives as a framework for the development of a career education curriculum. They are stated in clear graphic form, and contain 10 common State goals interrelated with 8 career education goals. The eight career education goals deal with self, career and educational identity; self and social fulfillment; economic understanding; career decisionmaking skills; and employment skills. The career goal of awareness, for example, relates not to one but to several common goals, including fostering creativity; citizenship and social acceptance; and self-understanding and acceptance. These career education goals are directly supportive of the 10 common State goals for a full education.

The career goals are divided into subgoals which are divided into school objectives for elementary awareness, middle school exploration, and secondary and continuing specialization. Classroom objectives for each school objective complete the goal-setting process.

Comment: The Nevada materials are complete, philosophically sound, and easily utilized.

152

Subject: State models (New Hampshire)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Concord Career Education Project: Final Evaluation Report*
Organization: UNCO, Inc., Rye, NH
Date: June 1974
Number of Pages: 59
Availability: ED 117 306

Levels: Grades 7-12

Populations: All

B

Authors: Gustafson, Richard A.; Hayslip, Josephine B.; Kimball, Philip; Moore, Linda

Title: *Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines*

Organizations: New Hampshire Department of Education, Concord, NH; Keene State College, Keene, NH

Date: Summer 1975

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 148

Levels: Grades 7-12

Populations: All

A–B

Model: The *Educator's Handbook* is to aid the educator-counselor in formulating a workable career guidance program at the local school district level. It is not an official State model, but has State endorsement. New Hampshire is without a comprehensive guidance program and the *Handbook* is geared to answer this need. Because the philosophy set forth in the *Handbook* considers career development a lifelong process, the stress is on individuals learning more about themselves and the world as they progress through life.

The *Handbook* explains the planning cycle and the role which needs assessment plays in this cycle. Activities auxiliary to the needs assessment are included. A section on program organization and management considers the different ways to organize a career guidance effort, addressing management areas of communication, reporting, planning, budgeting, staffing, facilities, and evaluation. A further section on program activities presents a collection of tested activities regarding values, decisionmaking skills, and the world of work and leisure.

Implementation: Organizing and delivering career and educational information through utilization of a resource center is described with facilities, staffing, scheduling, and use of essential materials. The role of the community in such a program is emphasized and the work of advisory committees, resource people, and field activities is explained.

The *Handbook* considers counseling strategies that must be implemented for the changing role of the guidance counselor, including the utilization of teachers, peer counseling, and group counseling. It emphasizes the role of full- and part-time work, cooperative education, work study, work exposure, and field trips. It also mentions followup and includes sample questionnaires and methodologies for such procedures.

Evaluation is the final topic in the *Handbook*. The rationale and procedures for relating the evaluation to needs assessment and future program planning are presented.

The final report of the Concord career education project includes a summative report of the management aspects of the project. The successes and difficulties of the project staff are delineated. The report examines the results of a questionnaire sent to approximately 400 staff members with a 20 percent return. Thirteen goals of the program were surveyed; full results are reported with recommendations, including establishment of resource and testing centers and development of a curriculum guide.

This is an exemplary report of a third-party evaluation, consistent with solid techniques for such evaluations.

153

Subject: State models (New Jersey)
Author: Tuckman, Bruce W.
Title: *An Age-Graded Model for Career Development Education*
Organization: Occupational Research and Development Branch, New Jersey Department of Education, Trenton, NJ
Number of Pages: 43
Availability: ED 060 180
Levels: Grades K-12
Populations: All

Model: This New Jersey career development model for ages 5-18 considers self-awareness, career awareness, and career decisionmaking as integral parts of the individual's growth. The model emphasizes the need to spend time in researching and selecting a compatible child development model. The model developed here borrows heavily from the work of Harvey, Hunt, and Schroder for four basic stages, and proposes four other stages for subsequent extension.

A combination of educational experiences with the child development model is used to develop a matrix which visually presents the total career development education concept. Processes and media appropriate to each cell were derived, thus providing a matrix which serves as a base from which activities can be generated. Further explanation of the matrix is presented through a series of charts.

154

Subject: State models (New Mexico)

No material was received for review and analysis from New Mexico.

155

Subject: State models (New York)

Title: *Career Development Plan, 1973: Overview*

Organization: Bureau of Guidance, New York Education Department, Albany, NY

Date: 1973

Number of Pages: 23

Availability: ED 083 401

Levels: Grades K-12

Populations: All

Model: The *Plan* describes the processes for incorporating career development activities into local school district educational programs. These activities can be related to identifiable and measurable objectives in three areas: 1) decisionmaking skills; 2) personal-social skills; and 3) job task skills.

These skills are to be related to education in general, the public and private employment sectors, and community service needs. A matrix model is used which incorporates the job clusters utilized by the U.S. Office of Education, a data-people-things concept, and a temperaments concept. The data-people-things concept looks objectively at the work environment of the job, categorizing it into combinations for dealing with data, people, and things. The temperament concept subjectively views the work environment, categorizing it into structures, interpersonal relationships, and decisionmaking environmental referents.

This matrix is then applied to career development, and strategies for a creative career development program are outlined using charts. This is a total career development plan, the matrix of which provides insights into relationships not usually considered in such programs.

156

Subject: State models (North Carolina)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education: A Report of the North Carolina Career Education Task Force*

Organization: North Carolina Department of Public Instruction, Raleigh, NC

Date: 1973

Levels: Grades K-14

Populations: All

B

Title: *Guidelines for the Operation, Demonstration, Evaluation and Diffusion of a Model for a Comprehensive Career Education Program in North Carolina, K-14*

Organization: Caldwell County Public Schools, Lenoir, NC

Date: 1972

Sponsor: North Carolina Department of Public Instruction, Raleigh, NC

Number of Pages: 52

Availability: ED 073 308

Levels: Grades K-14

Populations: All

C

Title: *Life Career Development: A Model for Relevant Education*

Organization: Division of Pupil Personnel Services, North Carolina Department of Public Instruction, Raleigh, NC

Date: 1974

Number of Pages: 34

Levels: Grades K-14

Populations: All

A–C

Development: As developed by a task force from the State education agency, the North Carolina plan focuses on career education as ". . . knowledge, understandings, skills, and attitudes aimed at enhancing the individual's learning to learn and learning to make a living. It is an approach . . . which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual."

Model: The major components of the plan include 1) a K-12 curriculum design, 2) professional development of all groups involved in career education, 3) community involvement in the total effort, 4) the development and acquisition of appropriate teaching materials, equipment and facilities, and 5) an awareness of the necessity of developing an adequate system of evaluation. The roles to be assumed by areas in the State education agency have been identified and procedures suggested for use at the local education level.

The *Life Career Development Model* refers to the guidance program, which focuses on development of self-knowledge and interpersonal skills, life career planning knowledge and skills, knowledge of the work and leisure worlds, basic studies, and occupational preparation.

The accomplishment of these four objectives requires the involvement of the administrative, instructional, and guidance programs, with the instructional and administrative staff assisting in the implementation of the student activities, and the guidance staff serving as counselor, coordinator, and/or consultant. In the *Model*, the awareness, exploration and preparation levels (grades K-6, 7-9, and 10-12, respectively) are subdivided into the three major goal areas (learning to live, learn and earn), which are further subdivided into subgoals with suggested activities for implementation.

Implementation: In developing a career education model for use throughout the State, the Caldwell County Public School based its model on the premise that the program is to provide all students the opportunity to develop understanding of the possibilities for employment, and to build and strengthen knowledge acquired throughout their educational experiences. Stemming from this basic premise, the following objectives were identified: 1) to introduce the world of work; 2) to provide activities to develop self-improvement; 3) to provide continuous and sequential development of the career decisionmaking process; 4) to stimulate student understanding of the need for positive work attitudes; 5) to stimulate understanding of the need for the evaluation of individual behavior; 6) to develop appreciation and understanding of democratic values in free enterprise; 7) to incorporate career education activities in the total public school curriculum; and 8) to assure relevancy for the entire educational process.

Final implementation of the model was accomplished and received widespread attention throughout the State, with subsequent adoption by other local education agencies.

157

Subject: State models (North Dakota)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Career Education Classroom Activities: North Dakota. K-12: Elementary*. Eight publications: a) Kindergarten, b) First, c) Second, d) Third, e) Fourth, f) Fifth, g) Sixth, and h) Special Education.

Organization: North Dakota Board of Vocational Education, Bismarck, ND

Date: June 30, 1973

Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC

Number of Pages: a) 100, b) 55, c) 193, d) 153, e) 123, f) 173, g) 137, h) 133

Availability: a) ED 105 086, b) ED 105 087, c) ED 105 074,
d) ED 105 073, e) ED 105 069, f) ED 105 070,
g) ED 105 071, h) ED 105 072

Levels: Grades K-6

Populations: All

B

Title: *A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. Final Report*

Organization: North Dakota Board of Vocational Education, Bismarck, ND

Date: August 31, 1973

Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC

Number of Pages: 110

Availability: ED 110 773

Levels: Grades K-12

Populations: All

A–B

Model: The general career education objectives for North Dakota, as outlined in *Career Education Classroom Activities: North Dakota,* are: to prepare for making career decisions, to improve career and occupational capabilities, to develop skills that are generally useful in the world of work, to practice effective work habits, to have positive attitudes toward work, and to have a positive image of self. Classroom activities incorporating these objectives were developed and pilot tested in Bismarck and elsewhere.

Elementary (K-6) activities are presently available through the above-mentioned publication, which comprises eight separate publications—one for each of the grades K-6 and one for special education. The format for each guide is the same, containing a statement of the broad objectives, followed by behavioral objectives, activities, suggested techniques, and resource materials for each grade. The goals for the elementary levels center around self-concept, communication skills, and awareness. Grade-specific appendixes provide guidelines for contacting and using resource persons, planning field trips, and conducting interviews (by students).

The activities in the guides comprise a planned, but flexible, sequence that is to be integrated into existing curricula, not used as a separate unit on careers. Different activities are designed to be integrated into different disciplines—language arts, math, science, social studies, health, and art.

Implementation: *A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the*

Changing World of Work: Final Report is the result of three years of development and field testing methods, techniques, and strategies for implementing career education. The general objectives of the project were: to provide students with experiences that will develop career and occupational capabilities and skills, effective work habits, and positive attitudes toward work and self; to acquaint parents and citizens with the career development needs of children; to provide inservice sessions for the teaching staff; and to develop activities for integration of career development activities throughout the total curriculum. Progress toward fulfillment of the objectives involved a series of related activities, different approaches, and various techniques. An evaluation conducted by Education Research Consultants concluded that the overall goal of exposing students to the world of work was accomplished and that the materials developed in this program would be of significant value to teachers throughout the State. These resources are described in the final report.

Comment: These projects represent a substantial effort on the part of one State to provide a rationale and means for implementing a comprehensive, articulated career education program in local settings. The emphases on integrating career education concepts into existing curricula rather than creating separate career units and on the total involvement of everyone concerned are noteworthy.

158

Subject: State models (Ohio)

The five publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education in Teacher Education in Ohio*
Organization: Ohio Department of Education, Columbus, OH
Date: 1974
Availability: ED 120 374
Levels: Grades K-adult
Populations: All

B

Author: Essex, Martin W.
Title: *Career Exploration Program Curriculum Guide: A Workshop Report*
Organization: Ohio Department of Education, Columbus, OH
Date: December 1971
Number of Pages: 374

Levels: Grades K-adult
Populations: All

C

Author: Nemec, William E.
Title: *The Ohio Career Development Program: Concepts, Terms and Definitions for Inservice Education*
Organization: Division of Vocational Education, Ohio Department of Education, Columbus, OH
Date: May 1974
Number of Pages: 29
Availability: ED 102 339
Levels: Grades K-adult
Populations: All

D

Title: *Ohio Career Development Program Inservice Procedures Manual. Final Draft*
Organization: Division of Vocational Education, Ohio Department of Education, Columbus, OH
Date: October 1974
Number of Pages: 108
Availability: ED 106 560
Levels: Grades K-adult
Populations: All

E

Title: *Ohio's Career Continuum: Program Director's Handbook*
Organization: Ohio Department of Education, Columbus, OH
Number of Pages: 90
Levels: Grades K-adult
Populations: All

A–E

Model: Although no single philosophical position or State model has been adopted, the Ohio Career Development Program presents a framework intended to promote consistency in organizing and developing career education programs. This framework is based on the Career Development Continuum, positing time spans and corresponding career education programs: K-6, career motivation; 7-8, career orientation; 9-10, career exploration; 11-12, career preparation; and postsecondary, career training, retraining and upgrading. The first two programs are directed to developing attitudes and knowledge about work, the third emphasizes decisionmaking about careers through experiences, and the last two reflect training for careers.

Implementation: The Ohio Career Development Program has thus far been implemented from K-10 within 24 programs in which approximately 10 percent of Ohio's public school student population is involved. This model incorporates a strong family life program designed to develop the positive influence of the home to its fullest potential. The family life program is considered integral to combining the efforts of home, school, community, business, and industry in preparing youth for successful entry into the world of work. The Ohio model also includes specialized programs for groups such as the disadvantaged and the handicapped.

Resources developed by the Ohio State Department of Education to articulate conceptual framework parameters and program implementation of career education include career development curriculum guides and supplements (K-6, 7-8, 9-10), four films describing activities in Ohio project schools, an inservice procedures manual, and a handbook for project directors on initiating and maintaining a career development program.

Career education in teacher education is another aspect of career education that Ohio is implementing statewide. Ohio has addressed itself to overhauling teacher education programs and graduate programs in education in order to incorporate career education concepts, skills, and methodologies. The career educator program provides training and organizes the content and processes of the "Seven Developmental Areas" (self, individual and environment, world of work, economics, education and training, employability and work, adjustment skills, and decisionmaking) so that prospective teachers will know how to utilize and build upon the framework of the Ohio career development model. This program complements inservice career education programs. Each of the 52 colleges and universities in Ohio having approved teacher training programs has career development and career educator training activities in progress.

Comment: In summary, the Ohio Career Development Continuum is a broad-based model extensive in its conceptualization and implementation. While the Continuum is from kindergarten through postsecondary and adult education, K-10 is the portion implemented to date. None of the materials available presented evaluative project data, but the number of projects has expanded yearly from the initial 3 projects to 24 programs for the 1974-75 school year. One aspect of the State concept that is especially innovative is the career education in teacher education program.

159

Subject: State models (Oklahoma)

Title: *Career Education: A Model for Oklahoma*

Organizations:	Oklahoma Department of Education, Oklahoma City, OK; Oklahoma Department of Vocational and Technical Education, Stillwater, OK; Sand Springs Independent School District 2, OK
Date:	1974
Number of Pages:	46
Availability:	ED 113 576
Levels:	Grades K-12
Populations:	All
Model:	*Career Education: A Model for Oklahoma* illustrates and explains a model based on three major goals of career education: improved quality of career choice, improved individual opportunities for career entry, and improved individual opportunities for career progression. The achievement of these goals is facilitated by dividing the school program into awareness, exploration, preparation and specialization, and placement phases. Awareness is emphasized during grades K-6 through attitude development and awareness of the world of work. Exploration, emphasized in grades 7-9, centers around the objective of individual integration of work values into a personal value system. Preparation and specialization (grades 10-12) take place when students begin to narrow their vocational choice to one career. This phase consists of all the activities and procedures needed to make an individual proficient in a salable skill. This is a lifelong process in which continuing education plays a significant role. Placement (now appearing in the literature as an integral part of career education) is more important in the upper grades where individuals need help in getting into the appropriate program, school, or job. It includes job counseling for those entering the work force and school counseling for those continuing their education.
Implementation:	The Oklahoma model includes these components for full implementation of a successful career education program: staff selection, orientation of the community to the concept, planning inservice training for school personnel, developing goals and objectives, organizing and using an advisory council, establishing a placement function, planning and using field trips and speakers from business and industry, infusing activities into the school curriculum, developing an evaluation system, and finding the career education materials.
Comment:	This comprehensive model emphasizes the total implementation of career education.

160

Subject: State models (Oregon)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *Career Education: Program Goals—Accomplishments*
Organization: Oregon Board of Education, Salem, OR
Date: April 1972
Number of Pages: 12
Availability: ED 068 663
Levels: Grades K-12
Populations: All

B

Title: *Master Plan for Career Education: Beaverton Schools*
Organization: Beaverton School District 48, OR
Date: February 1972
Number of Pages: 129
Availability: ED 066 562
Levels: Grades K-12
Populations: All

A–B

Model: The Oregon Career Education Program specifies career awareness as a primary objective. It aims to provide the opportunity for all elementary grade students to enlarge their understanding of careers and the value of work. The State Board proposes to engage all elementary students in the State in awareness activities by 1977. (Twenty percent had been reached by mid-1972.)

The Board specified 12 areas of concentration, including career awareness, exploration and preparation; special student and postsecondary clients; guidance and counseling; disadvantaged and handicapped; curriculum; personal development; consumer and homemaking education; cooperative education; youth organizations; and long range planning.

Implementation: In the Beaverton School District a plan was developed for attaining goals such as student discovery of interests and talents, exploration of career opportunities, the establishment of realistic career objectives, and the development of a high degree of employability.

Guidelines for the attainment of these objectives deal with curriculum, evaluation, faculties, guidance program inservice training, staff personnel, policy decisions, public relations, resources, and materials as the significant areas to be examined in implementing the model. A series of charts were developed to outline the guidelines.

161

Subject: State models (Pennsylvania)

The six publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Author: Ciavarella, Michael A.
Title: *Career Education in Pennsylvania: The Second Year Evaluations of Four Major Projects*
Organization: Shippensburg State College, Shippensburg, PA
Date: August 1974
Number of Pages: 183
Levels: Grades K-12
Populations: All

B

Title: *The Development of 17 Career Resource Centers in Pennsylvania*
Organization: Pennsylvania Department of Education, Harrisburg, PA
Date: 1975
Number of Pages: 71
Levels: Grades K-12
Populations: All

C

Authors: Lewis, James P.; Dittenhafer, Clarence A.
Title: *Evaluation of Selected Career Resource Centers in Pennsylvania*
Organization: Research Coordinating Unit for Vocational Education, Pennsylvania Department of Education, Harrisburg, PA
Date: December 1973
Number of Pages: 46
Availability: ED 103 444
Levels: Grades K-12
Populations: All

D

Author: Rogers, Shari
Title: *Exemplary Career Resource Center for Grades 6 through 9 in Pennsylvania*

Date: June 30, 1974
Sponsors: Pennsylvania Department of Education, Harrisburg, PA; Penns Valley High School, Spring Mills, PA
Number of Pages: 22
Levels: Grades K-12
Populations: All

E

Author: Gingerich, Garland E.
Title: *School-Based Job Placement Service Model: Phase I, Planning. Final Report*
Organization: Research Coordinating Unit for Vocational Education, Pennsylvania Department of Education, Harrisburg, PA
Date: June 20, 1972
Number of Pages: 63
Availability: ED 069 887
Levels: Grades K-12
Populations: All

F

Authors: Struck, John W.; Curtis, Carroll A.
Title: *Research and Development Project in Career Education: Final Report*
Organization: Research Coordinating Unit for Vocational Education, Pennsylvania Department of Education, Harrisburg, PA
Date: November 1973
Number of Pages: 186
Levels: Grades K-12
Populations: All

A–F

Model: Pennsylvania has had little involvement in career education at the State level, but indications are that this situation will change in the near future. Pilot career education activities have been carried out in a number of schools with the support of the Research Coordinating Unit of the Pennsylvania Department of Education. The development of Resource Centers has also received priority attention as a support system for future programs.

Implementation: As described in the final report of the research and development project, four pilot schools developed specific program components. The high school component centered around the incorporation of flexible (modular) scheduling into business education, the provision of career education inservice training for faculty and counselors, development of guidance materials, and the refinement of placement procedures. The elementary component stressed the broad range of career options in the world of work. The junior high component provided students with firsthand opportunities to learn about the world of work, and included career implications throughout the basic education program. A comprehensive (K-12) project developed a model potentially useable by other school districts, stressing occupational orientation, hands-on activities, role playing, field trips, resource people, and subject matter to tie in. Students and teachers generally rated as beneficial all four pilot programs in the research and development project.

Career Resource Centers (CRC) have been established at 17 sites in Pennsylvania. The centers will employ paraprofessional resource specialists to collect, evaluate, and disseminate accurate and relevant career information for the use of both students and faculty. Other goals of the centers are to help students integrate self-knowledge with career information, help the faculty in providing relevant information to students, encourage parent involvement in the career development of their children, and use community resources in fostering a better understanding of the relationship of education to work.

An evaluation of five of the centers faulted them for failure to keep software up to date and failure to help pupils find materials. Though students responded more positively toward the guidance program than did students in control schools, they showed no significant changes in vocational maturity. The evaluators stressed the need for systematic evaluation of incoming materials, for orienting prospective clients, and for a feedback mechanism. They recommended that the CRC become the focus of the total career development program.

Integrating the services of the career resource specialist, guidance and placement personnel of the school staff with a local Craft Advisory Committee and the State Board of Employment Security, the school-based job placement model extends guidance services to students headed for jobs after school, as well as those continuing their education. The model design provides for followup and feedback. The *Job Placement* document also describes career planning and job placement assistance, including the use of computers in these processes.

Comment: Though no State policy has been established in Pennsylvania, significant work has been accomplished in the development of substructures which could be adapted statewide. The development of comprehensive curricula featuring hands-on activities and subject matter tie-in could serve as a model for more widespread use; likewise the modular scheduling could be adapted elsewhere.

162

Subject: State models (Rhode Island)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education in Rhode Island: Part I*
Organization: Bureau of Technical Assistance, Rhode Island Department of Education, Providence, RI
Date: 1975
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 31
Availability: ED 113 499
Levels: Grades K-adult
Populations: All

B

Title: *Career Education in Rhode Island: Part II*
Organization: Bureau of Technical Assistance, Rhode Island Department of Education, Providence, RI
Date: 1975
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 76
Availability: ED 113 500
Levels: Grades K-adult
Populations: All

C

Author: Kelly, William
Title: *East Providence Career Education Project Evaluation: 1973-74*
Organization: Curriculum Research and Development Center, University of Rhode Island, Kingston, RI
Date: 1974
Sponsor: East Providence School Department, RI
Number of Pages: 24
Availability: ED 110 837
Levels: Grades K-adult
Populations: All

A–C

Development: The first Rhode Island career education program was developed by the Pawtucket School Department, and federally funded over a three-year period starting in January 1971. Since this initial program, career education in Rhode Island has spread to encompass over 20 elementary, junior high, senior high, and adult programs.

Model: The philosophical stance of career education in Rhode Island appears to be largely based on what Federal and State leaders in education say are the obvious weaknesses (shown statistically) and potential strengths of public education. The Rhode Island State public education system is viewed as a medium which, in the past, has not met the practical needs of its students.

The proportion of high school students who graduate has been less than half. Part of Rhode Island's hope to realize its educational potential is succinctly stated by Fred Burke, former State Commissioner of Education in Rhode Island, "Career Education intends to foster the skills of information acquisition, self-appraisal, synthesis, decisionmaking, and planning by using careers as the central focus of organization for all learning activities."

The tenets of career education in Rhode Island illustrate a commitment to comprehensive educational programs from a child's entry into formal school through his adult years. An emphasis is also placed on establishing and maintaining an active school-employer interrelationship.

Implementation: Local career education programs throughout Rhode Island are described in terms of sponsoring agencies, project dates, grade levels, and population sizes and descriptions. Brief descriptions of the programs themselves include a general format for each program's implementation and goals or objectives for most. A special section lists demographic information on 1974-75 career education programs supported by Vocational Education funds. Some unique career education activities in Rhode Island are outlined. The Exploring Division of the Boy Scouts acts as a liaison for youth to explore 22 career areas. The Rhode Island Junior College offers a computerized career information service. The Career Education Project for Home-Based Adults and the implementation of career education in a school for academically retarded children are also unique features of the State's program.

The *East Providence Career Education Project Evaluation* consists of a comparison and evaluation of student performance on a number of dimensions over a two-year period. Extensive attendance records were kept in hopes of charting student interest. Absenteeism was sporadic at the elementary level and virtually no conclusions were drawn. Secondary attendance records showed a decline for almost all grades in the program's second year. Career Maturity Inventory (CMI) scores in most categories for secondary students were appreciably lower than for their junior high counterparts, indicating greater success among the junior high groups.

163

Subject:	State models (South Carolina)
Title:	*Research and Development in Career Education: Final Report and Evaluations*
Organization:	Office of Vocational Education, South Carolina Department of Education, Columbia, SC
Date:	July 13, 1973
Sponsor:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages:	113
Availability:	ED 089 104
Levels:	Grades K-12
Populations:	All

Development: This research and development project in career education in the Lexington School District implements a comprehensive career education program with potential for statewide use.

Model: Through the incorporation of career education philosophy and provision for other districts to assess its worth and availability for replication, the program establishes a sequence of activities designed to fully implement career education on the State level.

Implementation: A series of product objectives are outlined to treat student outcomes which are related to career education objectives. The process objectives are then detailed for the educational strategies and techniques to be used in achieving the desired student outcomes. Project objectives provide the system of events leading to the accomplishment of both the product and process objectives.

The evaluation of this product-process-project procedure indicates that a more extensive coordination and communication among teachers, counselors, and administrators was accomplished, and that community involvement was cemented and communication between the school and general public improved. Also as an outcome of this procedure, teachers and students became more intelligently aware of the social and economic importance of work and pupils were provided with on-the-job experiences with the employer of their choice. A job placement system was also implemented.

Comment: The project attained statewide recognition.

164

Subject:	State models (South Dakota)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title:	*K Through 12 Project in Career Development and Bridging the Gap between School and Work. Final Report*
Organization:	Watertown Independent School District 1, SD
Date:	September 1973
Number of Pages:	97
Availability:	ED 083 393
Levels:	Grades K-12
Populations:	All

B

Title:	*South Dakota Career Education: Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work. First Interim Report*
Organization:	Division of Vocational Education, South Dakota Board of Vocational Education, Pierre, SD
Date:	September 12, 1974
Number of Pages:	57
Availability:	ED 101 109
Levels:	Grades K-12
Populations:	All

A–B

Model: South Dakota's statewide career education project is designed to 1) help all public and private schools in the State implement career education programs, and 2) provide every student an opportunity to develop self-awareness, favorable work attitudes, and career decisionmaking skills.

Implementation: The *Interim Report,* prepared after the first year of a three-year project, outlines the genesis of the project, its goals and objectives, procedures, and accomplishments. An independent evaluator assessed initial progress in establishing a framework for a statewide program; the impact of workshop and training programs in providing 50 target schools with the expertise to implement career development models, curricula, and materials; and the guidance component.

A three-year project in the Watertown, South Dakota, public schools was designed to produce greater integration of career education into the existing curriculum of all grades. Individual development was emphasized in the elementary and junior high programs, with more emphasis placed on specific decisionmaking situations during the final years of high school. The first phase included indepth planning; the second oriented the staff to the project; and the third phase integrated occupational information, exploration and career education concepts into the curriculum and involved intensive occupational counseling for junior and senior high students. The final phase included data collection and dissemination of project materials and information. An extensive final evaluation of the project includes participant and outside observation, most of which points to an extremely successful program.

165

Subject:	State models (Tennessee)
Author:	Neal, William L.
Title:	*Guide for Establishing a Career Education Program: K-12. Contemporary Curriculum for Career Development Series*
Organization:	Department of Vocational Education, Knox County Department of Public Instruction, Knoxville, TN
Date:	1972
Sponsor:	Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages:	39
Availability:	ED 074 288
Levels:	Grades K-12
Populations:	All
Model:	A key goal of this curriculum is the development of the understanding among all students, including the academically, socioeconomically, and physically handicapped, that career development is a process which they can control. This project developed an organization and orientation in career information for staff members and faculties of the project schools. The relationship of career education for grades K-12, subject areas, inservice training, workshops, and the establishing of curriculum guides and units for study which integrate career information into the existing curriculum received primary attention.
Implementation:	The development of step-by-step organizational procedures is a feature of this project worth considering. Step 1 is the identification of staff and responsibilities. For example, the director is identified as responsible for direction and supervision of implementation and insurance activities, as well as evaluation and distribution of information on the

program, followup, and State and Federal liaison.

Enhancement of the relationship of the student and the school to the world of work is achieved by relating classroom activities to career information and by inclusion of contact with work objectives in the student's educational activities. The curriculum guide also prescribes student activities which 1) provide simulated work experiences or similar means of occupational exploration, 2) involve parents, 3) reorient teachers to values of early childhood education and to the use of occupational information, 4) provide career education information and experiences to make occupational decisions, 5) provide actual job experiences, and 6) aid in job placement and/or entry into higher education. Objectives related to student behavior include the development of 1) a self-concept, 2) the ability to assume responsibility for personal behavior, 3) the ability to use problemsolving procedures in decisionmaking, and 4) the ability to adjust socially and economically.

An appendix includes material for inservice training and the design for inservice workshops.

Cross Reference: A series of bibliographies compiled by the Tennessee Research Coordinating Unit is described in entry 220.

166

Subject:	State models (Texas)
	The two publications whose bibliographic citations follow are described together at the end of the citations.
	A
Title:	*Education for Living and Making a Living: A Redirected System*
Organization:	Fourth Annual Report of the Advisory Council for Technical-Vocational Education, Austin, TX
Date:	November 1973
Number of Pages:	111
Availability:	ED 084 419
Levels:	Grades K-adult
Populations:	All
	B
Title:	*Teacher Directed Model for Career Implementation.* Six modules: Module 1—*Preparation for District Career Education Implementation;* Module 2—*Development of School District Goals and Objectives;* Module 3—*Conducting and Interpreting a Career Education Needs Assessment;* Module 4—*Building Staff Awareness and Orientation;* Module 5—*Processes and Resources;* Module 6—*Implementation*

Organization:	Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, TX
Date:	May 1975
Sponsor:	Texas Education Agency, Austin, TX
Availability:	ED 110 724
Levels:	Grades K-adult
Populations:	All

A–B

Development: The Texas Education Agency has adopted career education as a high priority for Texas schools, involving the work of several divisions of the Agency in an effort to integrate basic career education concepts into all school programs.

Model: Basic concepts in the Texas model are the relationship between education and work (work to earn a living or to serve one's home, family, community, or self), the place of career education at all levels of education, and the relationship between career and lifestyle.

Through a statewide survey, 177 learner outcomes were identified as basic to career education. The Agency then developed instruments to measure these basic learner outcomes and to aid in instructional planning.

Education for Living and Making a Living . . . A Redirected Education System, the 1973 report of the Texas Advisory Council for Technical-Vocational Education, recommended the development of a comprehensive State career education plan responsive to the needs of individuals and the community. The report indicated that educators are interested in and willing to redirect education. In documenting the case for redirected education, the report includes a survey which indicates high school students' unrealistic perceptions of the amount of higher education needed in various occupations.

Implementation: *The Teacher Directed Model for Career Education Implementation* has been constructed in six modules which correspond directly to integrating career education into the instructional process. Each module is clearly written and originally illustrated so as to provide its user program rationale, objectives and expected outcomes, resources needed, and necessary equipment. Some modules contain actual scripts which accompany instructions for conducting career education seminars.

Module 1 is a two-part multimedia approach complete with materials and resources to guide an administrator through the developmental process of initiating the preparation of career educators. Module 2 focuses on development of school district goals and objectives. Module 3 shows how to conduct and interpret a career education needs assessment. Module 4 is aimed at building staff awareness and an orientation to the career education concept through information gathered in the needs assessment exercise. Module 5 introduces the practice of infusing career education into the curriculum. Here, community involvement is introduced. Module 6 gives teachers the opportunity to develop plans for career education curriculum infusion by grade level and subject matter areas.

Comment: Comprehensive career education materials are not available from Texas, but the well planned series of training modules for career educators is an irreplaceable initial component of the entire career education process. The availability of the promised set of learner outcome measurement instruments will be a great boon to evaluation, feedback, and further development of career education in the State.

167

Subject: State models (Utah)

The eight publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education . . . A New Emphasis for Utah Schools*
Organization: Utah Board of Education, Salt Lake City, UT
Date: June 1973
Sponsor: Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 23
Availability: ED 118 936
Levels: Grades K-12
Populations: All

B

Author: Timmins, William M.
Title: *Implementing Career Education in a Local Education Agency: A Guide*
Organization: Utah Board of Education, Salt Lake City, UT
Date: 1974
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 25
Availability: ED 096 550
Levels: Grades K-12
Populations: All

C

Author: Timmins, William M.
Title: *Implementing Career Education in a Local Education Agency: A Source Book*
Organization: Utah State Board of Education, Salt Lake City, UT
Date: 1974
Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC
Number of Pages: 188
Availability: ED 096 551
Levels: Grades K-12
Populations: All

D

Author: Talbot, Walter D.
Title: *Utah Model for Career Guidance K-12*
Organization: Utah Board of Education, Salt Lake City, UT
Date: September 1972
Number of Pages: 149
Availability: ED 079 516
Levels: Grades K-12
Populations: All

E

Editor: Cottrell, Milford C.
Title: *World of Work: Elementary School Career Education: Available Units*
Organization: Utah Board for Vocational Education, Salt Lake City, UT
Date: 1974
Number of Pages: 95
Availability: ED 106 603
Levels: Grades K-12
Populations: All

F

Title: *"Career Education" Junior High School Style: Semester Course for Seventh Grade*
Organization: Alpine School District, American Fork, UT
Date: 1974
Number of Pages: 151
Availability: ED 118 937
Levels: Grades K-12
Populations: All

G

Title: *"Career Education" Junior High School Style: Mini Course for Eighth Grade*

Organization: Alpine School District, American Fork, UT

Date: 1974

Number of Pages: 95

Availability: ED 118 938

Levels: Grades K-12

Populations: All

H

Title: *"Career Education" Junior High School Style: Mini Course for Ninth Grade*

Organization: Alpine School District, American Fork, UT

Date: 1974

Number of Pages: 75

Availability: ED 118 939

Levels: Grades K-12

Populations: All

A–H

Development: A task force has developed a definition, an operational philosophy, and the major components and goals of career education for the State of Utah. From these the implementation of programs has evolved based on a harmonious relationship between the career education goals and the general goals for education in the State.

Model: The goals for career education fall into seven areas. In the area of "Understanding Oneself and Relationship with Others," the major goal is for individuals to develop a sense of self-worth and a positive attitude toward others; in the area of "Career Orientation and Information," to develop a growing awareness of career opportunities throughout the educational program; in the area of "Economic Awareness and Consumer Competency," to understand the operation of the economic systems of our society and factors related to the national, local, and individual economy; in the area of "Career Skill Exploration," to acquire a knowledge of the skills necessary to function in a variety of careers; in "Decision Making and Planning," to learn the steps in decisionmaking and how to effectively plan for career development in an informed and responsible way; in "Specific Skill Development and Application," to develop the necessary competencies for entry-level employment in a career or careers of his or her choice; in "Placement, Stability, Advancement," to demonstrate the competencies necessary to acquire employment, be successful on the job, and continue to advance in the chosen career.

The task force further took a position in support of teacher education as an ongoing process. Community involvement was seen to be necessary for successful implementation of career education programs.

Implementation: The implementation of career education programs is to be brought about through a series of steps that are explained in the *Source Book* and the *Guide*. The *Source Book* is a compilation of material related to implementation utilizing examples from throughout the country. This source takes a step-by-step approach in implementation, and contains information on 1) conducting a needs assessment, 2) defining and analyzing needs for career education, 3) consideration of alternatives and design of career education programs, 4) implementation of career education programs, and 5) evaluation and revisions. This is a very readable and useable reference. The *Guide* for implementation on the elementary level follows the same outline and procedure and is replicable on the local level.

The *World of Work* reference, containing material for use on the elementary level, is a series of units which examines specific work topics (e.g., "Our School Workers . . ."). The series from the Alpine School District offers a variety of material for implementation on the junior high school level.

168

Subject: State models (Vermont)

The four publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education in Vermont: Projects Funded Fiscal Year 1974, Part II*
Organization: Vermont Department of Education, Montpelier, VT
Date: July 1973
Levels: Grades K-12
Populations: All

B

Authors: Gustafson, Richard A.; Shapiro, Howard; Fallenz, Peter
Title: *Windham Central Career Education Project: Final Evaluation Report*
Organization: Windham Central Supervisory Union, Townshend, VT
Date: July 1973
Availability: ED 118 940
Levels: Grades K-12
Populations: All

C

Title: *Vermont Student Development Plan*
Number of Pages: 62
Levels: Grades K-12
Populations: All

D

Title: *Wilmington Vocational Exemplary Project: Final Report*
Organization: Deerfield Valley Elementary School, Wilmington, VT
Date: June 30, 1974
Number of Pages: 14
Levels: Grades K-12
Populations: All

A–D

Development: Vermont is presently evaluating career education activities which have taken place, strongly advocating and implementing career education programs throughout the State, and looking ahead toward future career education projects. The evaluation includes a list of realistic conclusions drawn from practical experience.

Model: Program success is contingent upon building the support of principals and superintendents. Ease of program implementation is contingent upon parent group and community leaders' involvement. Teachers developing their own materials during the implementation phase feel they create a more personal commitment to career education. Followup of teachers by the original trainers alleviates teacher feelings of abandonment.

Implementation: Present usage of career education concepts is best represented by the results of the 1974 Fall Data Questionnaire. Six percent of the respondents (educators) were aware of career education concepts and utilized them occasionally. Twenty-three percent of the respondents used the concepts frequently. Seventy percent of school administrators were familiar with career education concepts. Fifty-eight percent of teachers requested some type of assistance in terms of career education. Fifty-nine percent of the administrators did not want any information on career education or did not complete the form.

The Wilmington Vocational Exemplary Project is based at Deerfield Valley School in Wilmington, Vermont. The project began in 1973 and directly serves a population of 200 K-6 students. The major focus of the project is the theme "Careers in Context," which is an effort to expose children to many aspects of work: the job itself, the environment the job requires or creates, and the job's implied lifestyle.

The *Vermont Student Development Plan* is a compilation of materials for teachers to use in secondary school classrooms. The material is in the form of sequenced learning activity packets as follows: self-awareness, value clarification, data and information, and decisionmaking. Instructional objectives, learning opportunities (exercises), evaluation procedures, and predicted student outcomes are listed for all areas.

Career education programs in Vermont contain sets of highly personalized and community-minded materials. An effort to develop relevant instructional aids is evident.

169

Subject: State models (Virginia)

Title: *Career Education: Statement by the State Board of Education*

Organization: Paper presented at the State Board of Education Meeting, Richmond, VA

Date: December 1973

Number of Pages: 11

Levels: Grades K-adult

Populations: All

Model: The statement of the Virginia State Board of Education approves career education in its broadest sense and views the concept as contributing to the lifetime career of every individual. The statement emphasizes that all elementary level skill development programs and content subjects make a major contribution to the career awareness of every child. It stresses the importance of teacher sensitivity to the development of desirable attitudes toward self and toward the world of work during these early years, and the needed efforts to make children's experiences relevant to the work-oriented society in which they must find their careers.

The statement proceeds to urge that education offer the middle or junior high school child an opportunity to receive further orientation to the world of work and to explore various careers. The senior high school will provide occupational skill development and experience to all students.

The statement notes that "the concept of career education reminds us of the necessity for blending the total educational experience, which may extend through life, to the end that each student may find in it a self-fulfilling experience necessary for a career."

Implementation: The Board, in looking for full implementation of career education and effective integration into the total education system, approved steps that would set aside funds for two school divisions to expand programs in career education to all of the schools in each system. A series of regional meetings are to be held to inform school systems of newer models of career education. Curriculum materials are to be developed in the implementation of career education.

A "Career Counseling Model" was developed in conjunction with one objective of the "Standards of Quality" adopted by the State Board: "By June 1976 at least 90 percent of high school graduates not continuing formal education shall have a job entry skill." This objective called for improved career counseling to assist students in choosing career objectives and in selecting and completing programs of studies designed to help them achieve their objectives. The authors suggest that other models may be developed to meet the unique demands of a specific situation.

Components of the career counseling model include: 1) developing self-understanding; 2) understanding the world of work and society; 3) acquiring information regarding school offerings, graduation requirements, and job preparation programs; 4) establishing tentative career goals; 5) planning a tentative program of studies; 6) reviewing the tentative program of studies; 7) developing job entry skills —including personal and technical skills; 8) acquiring knowledge needed to obtain work; 9) applying for a job; 10) entering the world of work and society; and 11) the "how to" (individually or in groups).

A chart suggests one way of organizing these guidance procedures and components in a career development context —K through adult—with emphasis on human development.

Cross Reference: Another document issued by the State of Virginia is described in entry 85.

170

Subject: State models (Washington)

The eight publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *A Guideline for Career Awareness Programs for the Elementary Schools*

Organization: Washington Superintendent of Public Instruction, Olympia, WA

Number of Pages: 66

Levels: Grades K-adult

Populations: All

B

Author: Marble, James

Title: *The Development and Implementation of an Integrated*

Career Education and Placement Program for the Washington State System of Community Colleges
Date: April 1973
Number of Pages: 12
Availability: ED 087 433
Levels: Grades K-adult
Populations: All

C

Author: Maxie, Francoise
Title: *Career Education: Toward a Model for Statewide Planning: A Report of the National Dissemination Project for the Community Colleges*
Organization: Research and Planning Office, Washington Board for Community College Education, Seattle, WA
Number of Pages: 24
Availability: ED 077 489
Levels: Grades K-adult
Populations: All

D

Author: Parker, Carol L.
Title: *A Guide for Planning and Implementing Career Education in the Community College*
Organization: Washington State University, Pullman, WA
Date: June 1974
Number of Pages: 14
Availability: ED 095 416
Levels: Grades K-adult
Populations: All

E

Title: *Position Paper on Career Education*
Organization: Washington Superintendent of Public Instruction, Olympia, WA
Date: March 24, 1975
Number of Pages: 1
Levels: Grades K-adult
Populations: All

F

Title: *Quality Career Guidance: Proposed Standards for Career Guidance, Counseling, and Placement Programs*
Organization: Washington Coordinating Council for Occupational Education, Olympia, WA

Date: January 1975
Number of Pages: 14
Levels: Grades K-adult
Populations: All

G

Title: *Suggested Guidelines: Career Education Workshops*
Organization: Research Coordinating Unit, Washington Coordinating Council for Occupational Education, Olympia, WA
Date: May 17, 1973
Number of Pages: 29
Availability: ED 106 607
Levels: Grades K-adult
Populations: All

H

Authors: Simkins, Lynda K.; McDougall, William P.
Title: *Validation of Criteria for the Development and Evaluation of Career Guidance, Counseling, and Placement Programs*
Organization: Washington State University, Pullman, WA
Date: June 1975
Number of Pages: 6
Availability: ED 112 057
Levels: Grades K-adult
Populations: All

A–H

Development: The two public offices involved with career education in the State of Washington, the Office of the Superintendent for Public Instruction and the Coordinating Council for Occupational Education, began in December 1972 to develop a joint approach to planning and providing career education services for Washington.

Model: The major thrust of the career education State plan is to help local school districts provide experiences within existing curricula to equip individuals with awareness of self and the world of work. These experiences will relate self to the world of work and provide the skills and knowledge necessary for an individual to make rational and satisfying career decisions. In the State plan, career education is defined as "the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of life." A key concept within this definition has to do with improving a student's attitude toward work, which is defined as a conscious effort aimed at producing benefits for oneself and/or others.

Implementation: The community college is viewed as occupying a key position for implementing career education programs and thus the Research and Planning Office has published *A Guide for Planning and Implementing Career Education Programs in the Community College*. In fact, the community colleges in Washington are committed to a six-year plan to provide computing and information systems support to all students. The system is intended to make available a broad range of career placement information.

The first phase, which includes the Integrated Career Education and Placement Program (ICEPP), rests on four linear segments of career development: 1) exploration; 2) preparation; 3) specialization; and 4) continuing education/employment. The system uses the IBM Model 30 DOX System with 10 files containing data on students, institutions, employment forecasts, training programs, financial aids, jobs available, job descriptions, job titles, community resources, and followup material. The second phase will expand the program statewide through the formation of regional networks of four to six institutions.

In an effort to assist the local school districts with career education programs for elementary and secondary levels, several resource guides are available. One of these, *Suggested Guidelines: Career Education Workshops*, was designed to propose content, methods, and techniques for inservice workshops that will assist teachers in integrating career education into their classrooms.

Furthermore, hoping to establish evaluation criteria, the Coordinating Council for Occupational Education has published some basic standards for career guidance, counseling, and placement programs. In addition, an independent study has been conducted in an attempt to validate a set of 50 career guidance, counseling, and placement program standards. The authors have recommended to the Coordinating Council for Occupational Education, the State Superintendent of Public Instruction, and the State Board for Community College Education that these offices implement the statewide standards.

171

Subject: State models (West Virginia)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Education Curriculum Materials Resource Guide*
Organization: Regional Education Service Agency, Region V, Parkersburg, WV
Date: April 1975
Sponsor: West Virginia Department of Education, Charleston, WV

Number of Pages: 220
Levels: Grades K-12
Populations: All

B

Author: Klaus, Mary Louise
Title: *Research and Development Project in Career Education: Final Report*
Organizations: Raleigh County Board of Education, Beckley, WV; West Virginia Department of Education, Charleston, WV
Date: August 30, 1973
Sponsor: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, DC
Number of Pages: 259
Availability: ED 089 107
Levels: Grades K-12
Populations: All

C

Author: Olson, LeVene A.
Title: *A Study of Elementary and Secondary Career Education in Lincoln County*
Organizations: Marshall University, Huntington, WV; West Virginia Department of Occupational and Adult Education, Charleston, WV
Date: January 1974
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 78
Availability: ED 099 553
Levels: Grades K-12
Populations: All

A–C

Model: The *Materials Resource Guide* represents the development of a curriculum integrating career education with traditional school subjects. The materials in the *Guide* augment a comprehensive approach to career education and include inservice designs, guides for administrators, teaching modules, and group counseling sessions.

As an inservice guide, this source is based on the assumptions that educators are 1) self-directing, 2) professionally competent, 3) intellectually curious, and 4) interested in professional growth. Using these fundamental assumptions, the *Guide* poses these questions: "What is career education? What difference will it make to the student? What can I do to implement career education?"

To answer these questions, the *Guide* presents a series of information sheets followed by modules geared to each grade level (K-12) and to guidance. The information sheets on career education deal with its justification, background information, a definition, program goals and objectives, integration and correlation, student goals and objectives, process objectives (learning activities), occupational clusters, format for career education modules, and development of such modules.

Implementation: The *Final Report* of the Raleigh County exemplary project is a comprehensive report of the career education project in that area. It offers material that is valuable for career education project directors in similar socioeconomically depressed areas. The evaluation of the Lincoln County Project indicates positive effects on the language and mathematics achievement of participating students, increased occupational awareness and career maturity, and an increase of positive attitudes by parents, students, teachers, and the business and industry community.

172

Subject: State models (Wisconsin)

The six publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Title: *Career Development Guide: Grades K-12*
Organization: Oshkosh Area Public Schools, WI
Date: January 1973
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 604
Availability: ED 099 515
Levels: Grades K-12
Populations: All

B

Title: *Career Education Program: Grades 7 & 8*
Organization: Pulaski Community Schools, WI
Date: Summer 1975
Number of Pages: 66
Availability: ED 116 004
Levels: Grades K-12
Populations: All

C

Title: *K-12 Career Education Guide*
Organization: Lakeshore Technical Institute, Sheboygan, WI
Sponsor: U.S. Office of Education, Washington, DC
Number of Pages: 487
Availability: ED 061 429
Levels: Grades K-12
Populations: All

D

Author: Schoenberger, R. Laurence
Title: *Project Career Exploration: Final Report*
Organization: Waukesha County Technical Institute, Pewaukee, WI
Date: February 1974
Sponsor: Wisconsin Board of Vocational, Technical and Adult Education, Madison, WI
Number of Pages: 119
Availability: ED 110 798
Levels: Grades K-12
Populations: All

E

Title: *Seymour Community Schools P.A.C.E.* (several mimeographed documents)
Availability: Seymour Community Schools, 10 Circle Drive, Seymour, WI 54165

F

Title: *Wisconsin Rapids Community Involvement Continuum Proposal*
Organization: City of Wisconsin Rapids, WI
Date: May 1973
Number of Pages: 6
Levels: Grades K-12
Populations: All

A–F

Model: The Wisconsin State Career Curriculum Model identifies 16 basic career concepts which deal with self-understanding; personal, social, and work values; the range of work options; education; individual capabilities and interests; the labor market; specialization; the influence of environment, institutions, and lifestyles on occupations; individual responsibility for career choice; and the need for flexibility in a changing society.

Implementation: Adopting these 16 concepts, the First Lakeshore Technical District 11 Career Education Summer Workshop developed 205 general objectives and related behavioral objectives, classroom activities, lists of resources for the activities, and evaluation procedures. The developed materials were then used by the participants in ther own districts and are available in the *K-12 Career Education Guide*. These materials cover grades K-12 and are related solely to classroom activities—community and parent involvement and teacher training are not dealt with.

A program that does deal with community and parent involvement is the Wisconsin Rapids Career Development Continuum. This is a comprehensive, articulated effort to infuse career orientation into the existing K-12 school curriculum. This program, which is still in its developmental stages, hopes to initiate performance criteria in addition to academic requirements, expanded individualized opportunities for learning skill development, coordination of a variety of off-campus learning opportunities, school-owned and operated business, work or work observation requirements, peer tutoring programs, greater student involvement in program evaluation and planning, a reorganization of the school staff design, an improved program of articulation of kindergarten through post-high-school education, and the establishment of community and citizen participation in school programs. At this point, student objectives have not been established.

High school students not previously exposed to career education are involved in Project Career Exploration, Waukesha County Technical Institute. The project consists of evening courses designed to promote career awareness and knowledge and includes lectures, field trips, and guest speakers in two career areas: hospitality and health. A regional career education program is reported in the *Career Development Guide: Grades K-12*. This comprehensive guide is a planned approach to career education that provides the necessary concepts, facts, and activities to all students in a sequential and continuous format, grades K-12. Objectives, learning activities, resources, and evaluation procedures are provided for all levels.

Two other Wisconsin career education programs include a Career Education Curriculum Development Workshop and a Career Education Program in the Pulaski Community Schools. In the Workshop, teachers developed materials for use in their own classrooms. These materials centered around the 16 career education concepts mentioned earlier and have since been used and reported on by the teachers. The Pulaski Community Schools program involved the development of career-oriented curricula for grades 7 and 8 in the areas of health, business, and industrial arts. Broad exploration, the study of specific jobs, and hands-on learning experiences were offered in each area. An evaluation of this program is not available at this time.

Comment: Most of the career education activity in Wisconsin is taking place at the local rather than the State level. Nevertheless, many of the local Wisconsin projects have an important point in common—the 16 basic career concepts put forward by the Wisconsin State Career Curriculum Model. In other respects, however, these projects have little in common, resulting in a variety of individual programs that do not fit into a unified State plan, although many of these programs are, by themselves, noteworthy.

173

Subject: State models (Wyoming)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Title: *The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education, K-14: Final Report*

Organization: Wyoming Department of Education, Cheyenne, WY

Date: January 31, 1974

Sponsor: U.S. Office of Education, Washington DC

Availability: ED 118 946

Levels: Grades K-adult

Populations: All

B

Title: *A Model Project in Career Education, K-12: Interim Report*

Organization: Wyoming Department of Education, Cheyenne, WY

Date: December 1974 and August 1975

Sponsor: U.S. Office of Education, Washington, DC

Availability: ED 118 947 (1974); ED 118 948 (1975)

Levels: Grades K-adult

Populations: All

A–B

Model: The Wyoming model uses a comprehensive approach to education, K-14, an inherent part of which is change of attitudes toward work held by students and counselors.

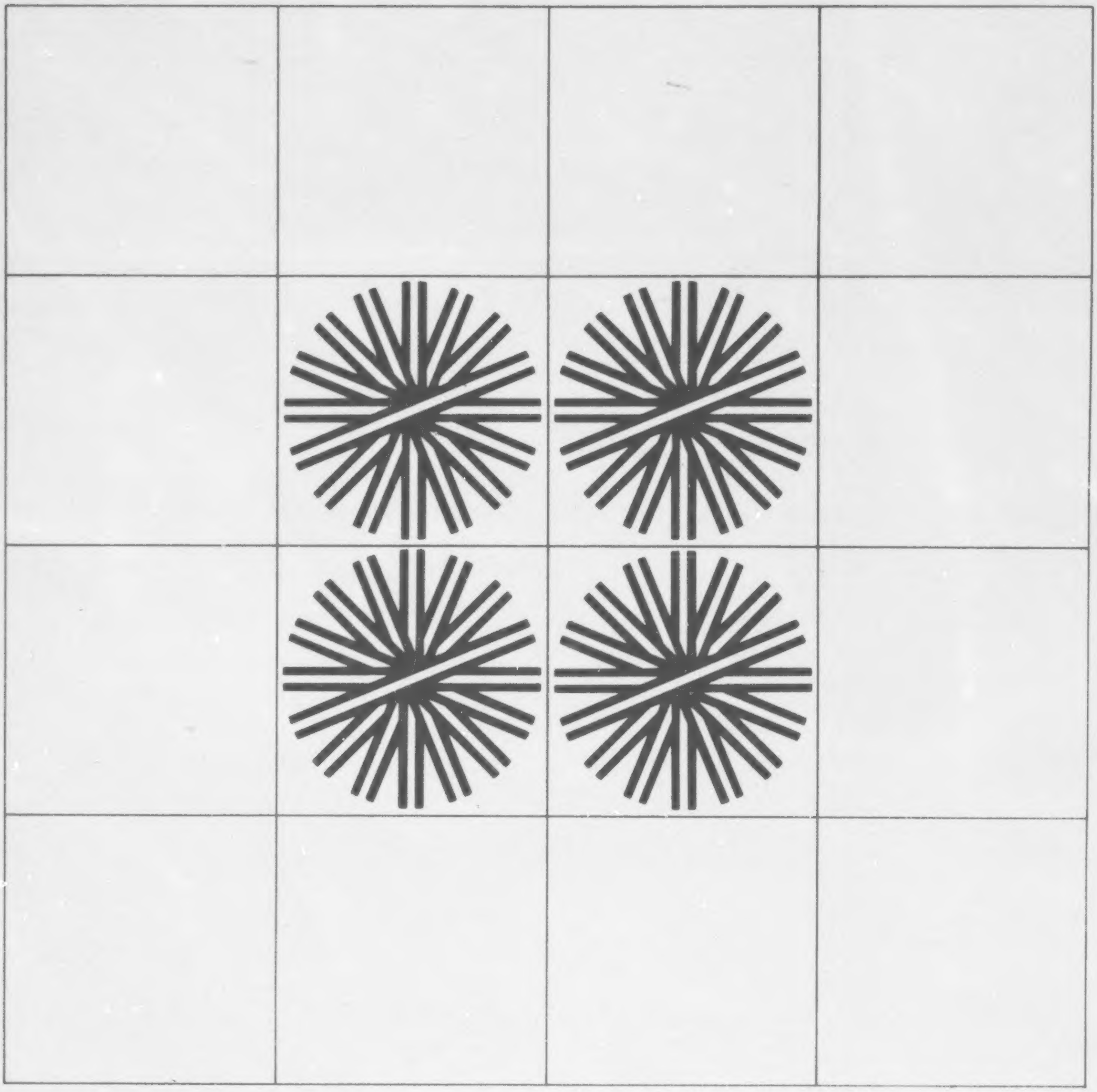
Implementation: Several phases were implemented to put the program into operation. The attitude development phase (grades K-6) initiated the program, while the provision for career orientation at the seventh- and eighth-grade levels constituted phase 2. At the ninth- and tenth-grade levels, career exploration is emphasized by giving students an opportunity to explore and gain understanding of as many of the occupational clusters as possible. The fourth phase calls for career preparation during the 11th and 12th grades and the 13th and 14th years (community college). Postsecondary and adult continuing education programs are basically the responsibility of the community college.

An evaluation led to recommendations that indicated curriculum development processes could serve as models for future development of similar programs. The elementary awareness program was evaluated as an outstanding one that could be used as a model. The guidance program as related to career education was viewed as weak (in some cases nonexistent), while the dichotomy between academic and vocational subjects was strong and remains so. Program administration was evaluated as outstanding. The report covers the project and presents the data used in evaluation.

An exemplary project in the Casper, Wyoming, school district is discussed in the two interim reports. The goals of the project are to assist students in making rational career choices based upon personal abilities, knowledge of job possibilities, and hands-on experience; to help students master entry-level skills; and to provide related preparation in academic skills.

Section IV

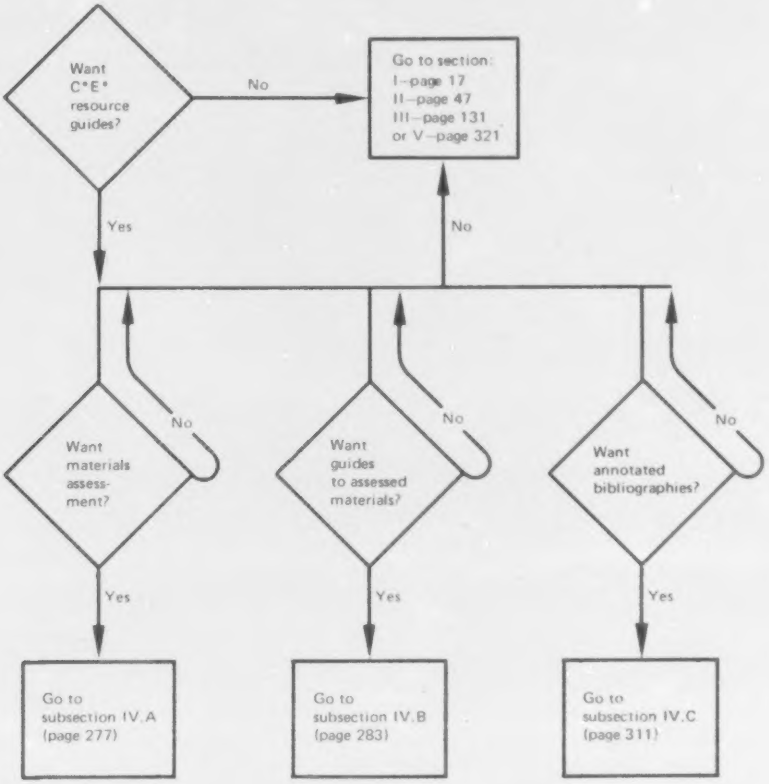
Resource Guides



SECTION IV:
RESOURCE GUIDES

In Section IV you will find descriptions of select resources in career education which have been compiled by others.

The resource guides in career education which are described in this section of the GUIDE can be reached by following this decision path:


Want C*E* resource guides?
No
Go to section:
I–page 17
II–page 47
III–page 131
or V–page 321
Yes
No
Want materials assess-ment?
No
Want guides to assessed materials?
No
Want annotated bibliographies?
No
Yes
Yes
Yes
Go to subsection IV.A (page 277)
Go to subsection IV.B (page 283)
Go to subsection IV.C (page 311)

IV.A: Materials Assessment Procedures

Among resource guides, subsection IV.A focuses on those items that concern materials assessment procedures in career education.

The titles in subsection IV.A (materials assessment procedures) are:

Career Guidance Materials:

An Evaluation of Career Education Guidance Films.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories.

Stebbins; Ames; Rhodes. *Sex Fairness in Career Guidance: A Learning Kit.*

Instructional Materials:

*EPIE Career Education S*E*T Volume I.*

Magisos. *A Model for Acquisition and Selection of Career Education Instructional Materials.*

Olson. *Career Exploration: Instructional Materials, Evaluative Results and Innovative Programs.*

Documents in this subsection on materials assessment procedures are divided according to whether they deal with career guidance or other instructional materials. Eliminating sex bias from career guidance materials is of current importance, and the *Guidelines* recently released by the National Institute of Education on this subject as well as the kit for learning how to detect and eliminate such biases which has been prepared by Stebbins, Ames, and Rhodes are therefore cited here. Users are the most important reference group for career guidance and other instructional materials. That reference group is utilized in *An Evalution of Career Guidance Films,* which is also described.

The criteria for selecting instructional materials as reported in the *EPIE S*E*T* are important to keep in mind as one progresses in the construction of a career education model and program. Magisos and Olson elaborate the basic EPIE criteria in the other two titles cited above.

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Subject:	Materials assessment procedures (career guidance materials)
Title:	*An Evaluation of Career Education Guidance Films*
Organization:	Culver City Unified School District, CA
Date:	1971
Sponsor:	Orange County Department of Education, Santa Ana, CA
Number of Pages:	25
Availability:	ED 066 673
Levels:	All
Populations:	All
Purpose:	The primary goal for this source is to motivate and assist school staffs in planning and implementing an effective vocational guidance program.
Contents:	The ways and conditions under which the vocational guidance series "Careers in the 70's" contributes positively to vocational guidance programs were determined. A random sample from four high schools indicated a positive student reaction to the film series.
Comment:	This source should be of value to those interested in the evaluation of the effects of film. Actual films evaluated may be dated at this time because more and newer materials have appeared since the career education concept received major attention in 1971.

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Subject: Materials assessment procedures (career guidance materials)

Title: *Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories*

Organization: National Institute of Education, Washington, DC

Date: July 1974

Number of Pages: 13

Availability: ED 098 314

Levels: All

Population: Women

Purpose: Designed as standards for developers, publishers, authors, inventory users, and respondents, the guidelines enunciated in this document evolved from a National Institute of Education Career Education Program study of sex bias and sex fairness in career interest inventories.

Contents: The study defines sex bias (within the context of career guidance) as "any factor that might influence a person to limit—or might cause others to limit—his or her consideration of a career solely on the basis of gender." The term "career interest survey," as used in the guidelines, refers to various formal procedures for assessing vocational and educational interests. Settings for the use of career interest inventories include education, employment, career counseling, and career exploration.

Grouped under three main headings, the guidelines first consider the inventory itself. This section deals with such matters of form and content as neuter use for occupational titles and attention to sex balance in the types of activities and experiences used in item pools.

The second section covers technical information and sets up specifications for balanced nonsexist use of norms and scales. The third and final section contains 14 stipulations for users' manuals and supporting materials. These guidelines address such subjects as avoiding sex role stereotyping in preparing test interpretative materials, and separating test procedures and materials where differences in validity have been found between dominant and minority groups differentiated by sex.

Footnotes and reference lists complete the study.

176

Subject: Materials assessment (career guidance materials)

Authors: Stebbins, Linda B.; Ames, Nancy L.; Rhodes, Ilana

Title: *Sex Fairness in Career Guidance: A Learning Kit*

Organization: Abt Publications, Cambridge, MA

Sponsor: National Institute of Education, Washington, DC
Availability: Abt Publications, Cambridge, MA, $15.00
Levels: All
Population: Women

Purpose: This combination interpretive and hands-on resource consists of a set of self-administered curriculum materials useful to counselors and counselor educators for the purpose of clarifying and disseminating the National Institute of Education's 26 guidelines for assessment of sex bias and sex fairness in career interest inventories. (The kit also includes transcripts, tapes, and role playing devices.)

Contents: NIE uses the following working definition of sex bias: "Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit—or might cause others to limit—his or her consideration of career solely on the basis of gender."

The material in the 265-page handbook is organized into four chapters on the following topics: 1) orientation to sex fairness, 2) recommendations for a comprehensive sex-fair career guidance program, 3) guidelines and recommendations for sex-fair use of career interest inventories, and 4) a resource guide.

Chapters 1 and 2 include individual reference lists. Chapters 2 and 3 carry perspective or introductory statements, sets of guidelines and recommendations, and suppplementary exercises. Chapter 4 lists more than 400 categorized and annotated recent multiresources.

Two appendixes deal with 1) laws and guidelines concerning discrimination in education and employment, and 2) interpretation of the National Institute of Education's guidelines for assessment of sex bias and sex fairness in career interest inventories. Final pages include scoring keys and answers to review questions.

Comment: Designed primarily for counselors, counselor and career educators, school administrators, teachers, and librarians, the learning kit could prove useful to upper-level high school students and college students, rehabilitation counselors, instructors in adult education, parent-teacher associations, private clinicians, and personnel directors.

177

Subject: Materials assessment procedures (instructional materials)
Title: *EPIE Career Education S*E*T* Volume I*
Organization: Educational Products Information Exchange, New York, NY
Date: 1975
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 109

Availability: EPIE Institute, 463 West Street, New York, NY, $10.00

Levels: All

Populations: All

Purpose: Designed for use with a companion Volume II, this document reviews procedures for judging and selecting career education instructional materials. Produced by the Educational Products Information Exchange (EPIE) and sponsored by the National Institute of Education (NIE), the publication deals with the how-to of selecting and evaluating tools (hence the acronym S*E*T).

Contents: With special emphasis on career awareness, the project writers stress the importance of harmonizing materials selected with those of the existing system. They urge a team effort in planning and implementing alternatives.

This volume also reviews techniques for examining materials for sexist and racial bias, including checklists for detecting and counteracting such approaches.

In assessing producers' evaluation activities, the editors recommend the Learner Verification and Revision (LVR) process as a test of materials considered for adoption.

Four appendixes include such materials as periodical lists and product feedback forms.

Cross Reference: This resource is designed for use with companion Volume II, described in entry 189.

178

Subject: Materials assessment procedures (instructional materials)

Author: Magisos, Joel H.

Title: *A Model for Acquisition and Selection of Career Education Instructional Materials*

Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH

Date: July 15, 1973

Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC

Number of Pages: 41

Availability: ED 098 385

Levels: All

Populations: All

Purpose: The purpose of this study was to test the efficacy of an intensive acquisition effort in one region of the nation (the Northeast), and to develop selection criteria, indexing strategies, and abstract formats congruent with user needs. The study finds its relevancy in the work done on the four career education models developed by the U.S. Office of

Education in the early 1970's. The development and subsequent implementation of the models indicated the need for a system to obtain and select those instructional materials appropriate to the objectives of the models.

Contents: This study had as its specific objective the acquisition of career education instructional materials from State and local level sources in the hope of defining the expanded scope of the acquisition effort, identifying the sources of instructional materials, and comparing the yield of the acquisition with known norms. It also attempted to improve the selection and description techniques by 1) establishing criteria to ensure appropriate input to the information system based on user needs, and 2) developing indexing strategies and abstract formats.

The methodology is fully explained. (Appendixes include all relevant letters, forms, and so forth.) Conclusions indicate that such an intensive acquisition effort, conducted on a regional basis involving an intermediary agency, is not cost effective, efficient, or productive. They also indicate that more study is needed on selection criteria and procedures and that the guidelines for abstracting and indexing (contained in the appendixes) should be used.

The continued use of centralized information centers (ERIC, AIM and ARM), is recommended to acquire, index, and abstract materials while at the same time refining abstracting and indexing procedures. The question of the criteria utilized by those selecting material is singled out for subsequent research as well.

179

Subject: Materials assessment procedures (instructional materials)

Author: Olson, LeVene A.

Title: *Career Exploration: Instructional Materials, Evaluative Results, and Innovative Programs*

Organization: Department of Vocational-Technical Education, Marshall University, Huntington, WV

Number of Pages: 41

Availability: ED 064 511

Levels: All

Populations: All

Purpose: Olson's work is based on the need to narrow the gap between the world of work and the student by infusing information about materials into the curriculum. A review of career exploration instructional materials coordinated with research on career exploratory programs and other innovative programs may produce results valuable to implementing such programs. This work includes evaluations of handbooks, films, resource guides, and simulation units, along with information on decisionmaking experiences, gaming, the cluster concept, mobile units, and learning resources centers.

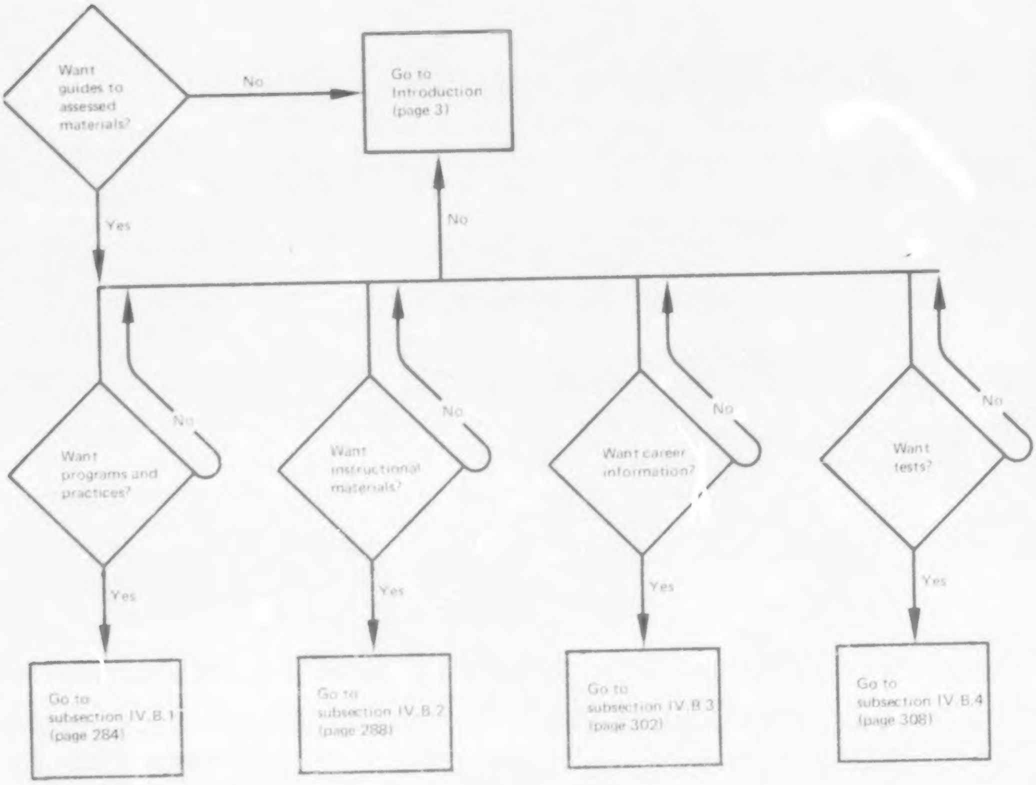
Contents: Selection of specific resources should be based on the answers to the following questions: 1) When was the information copyrighted? 2) Where is the information applicable? 3) Who wrote it? 4) Why was the material developed? and 5) How were the facts collected and presented? Answers to these critical questions should give the decisionmaker adequate basis for choice of materials.

The author describes and evaluates resources and the results of research on selected career education exploration programs. Finally, Olson discusses but does not evaluate innovative programs and methods providing career occupational information.

IV.B: Guides to Assessed Materials

Among resource guides, subsection IV.B focuses specifically on guides to assessed materials.

In order to pursue the material in subsection IV.B (guides to assessed materials), you need to choose according to the following decision path:


Want guides to assessed materials?
No
Go to Introduction (page 3)
Yes
No
Want programs and practices?
No
Want instructional materials?
No
Want career information?
No
Want tests?
No
Yes
Yes
Yes
Yes
Go to subsection IV.B.1 (page 284)
Go to subsection IV.B.2 (page 288)
Go to subsection IV.B.3 (page 302)
Go to subsection IV.B.4 (page 308)

IV.B.1: Programs and Practices

The titles in subsection IV.B.1 (guides to assessed materials on programs and practices) are:

Adult Career Education Counseling and Guidance Literature Resources.
Evans; Bottoms; Willers, Jervis. *Career Education Resource Guide.*
Expanding Alternatives in Career Guidance: Promising Programs and Practices.
Hoffman; Bliss; Colker; Greenfield; Tucker. *Explorations, Part III: Resources: Recommendations for Adult Career Resources.*
Huber. *Career Education: Information Resources.*
Moore. *Career Education Index.*

The resource guides on career education in general include a career education index and compilations of information and resources in both career education and career guidance. Special attention to adult career resources may be found in Hoffman, Bliss, Colker, Greenfield and Tucker and in *Adult Career Education Counseling and Guidance Literature Resources.*

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Subject:	Guides to assessed material (programs and practices)
Title:	*Adult Career Education Counseling and Guidance Literature Resources*
Organization:	Northwest Regional Educational Laboratory, Portland, OR
Date:	April 1974
Sponsor:	U.S. Office of Education, Washington, DC
Number of Pages:	895
Availability:	ED 094 124
Levels:	Adult and continuing
Population:	Counselors
Purpose:	Eight hundred documents are classified and related to the competencies needed by counselors in adult career education projects.
Contents:	Topics included are: 1) counseling and guidance, 2) adult counseling and guidance, 3) adult education, 4) career education, 5) competencies, 6) training, and 7) adulthood. Each category and entry is fully documented as to source and content. There is a special introductory section on how to effectively use the source. One section is devoted particularly to special documents and contains guidance services for adult and counselor competencies needed in career education and careers.
Comment:	This is a thoroughly done compendium which is easily used if one devotes time to understanding the section on accessibility.

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Subject: Guide to assessed materials (programs and practices)

Authors: Evans, Rupert N.; Bottoms, James E.; Willers, Jack C.; Jervis, Robert V.

Title: *Career Education Resource Guide*

Organization: General Learning Corporation, Washington, DC

Date: 1972

Number of Pages: 257

Levels: All

Populations: All

Purpose: Introduced by Kenneth B. Hoyt as a resource written by teachers for teachers, this document provides practicing teachers with examples of how career education can be put to use in the classroom. It includes an extensive rationale statement, also by Hoyt.

Contents: This publication is organized into three main sections: kindergarten-elementary, middle-junior high, and high school-adult. The resource provides an overview statement and approximately 30 suggested activities and "springboard" ideas for each segment. Each activity follows a clearly stated sequence that includes concept statement, performance objectives, description of materials, lesson capsule, and final observations. Many activities, especially at earlier levels, lean heavily on creating tangible props such as bulletin boards, maps, and charts.

The document includes a list of approximately 250 schools whose programs were examined during the research phase of the project. The guide concludes with a list of career education resource people listed by States and a concept chart keyed to page references correlated with both educational levels and subject matter areas.

Comment: Robert V. Jervis served as coordinator for the project and also compiled a list of suppliers of career education materials. Overviews for the three segments were written by Jack C. Willers (early education), James E. Bottoms (intermediate), and Rupert N. Evans (high school-adult). Robert L. Morgan arranged the bibliography.

182

Subject: Guides to assessed materials (programs and practices)

Title: *Expanding Alternatives in Career Guidance: Promising Programs and Practices*

Organization: Career Education Dissemination Services (CEDIS), Wellesley, MA

Date: October 6, 1974

Levels: All

Populations: All

Purpose: Planned to facilitate dissemination of career guidance information to Massachusetts guidance personnel, administrators, teachers, and other educators, this review covers materials equally useful to practitioners in other geographical areas as well.

Contents: The document features four main sections: 1) career guidance resources, 2) career guidance centers, 3) computerized career guidance systems, and 4) career guidance literature organization system.

In the resource section, the editors summarize a selected, representative group of materials. Each item is listed alphabetically and considered according to its producer, target audience, subject matter, description (with no evaluation), geographic orientation of information, cost to user, accuracy and currency, current use, source of further information, and microfiche documents available.

The career guidance centers division of the document lists 24 resource centers in Massachusetts and describes others around the country. The review describes a range of centers from a "careermobile" in Louisiana to the Ohio State University Center for Vocational Education.

In reviewing computerized career guidance systems as "an organized method of distributing information to students through direct interaction on a computer terminal," the editors stress the need for accompanying personal guidance.

The fourth section, devoted to organizing career guidance literature into systems, lists materials by code numbers rather than alphabetically. (A possible confusion exists through the interchangeable use of the term "resource" here in discussing career education literature, and its use in the first section as a general heading.) Also listed are microfiche format resources together with abstracts and code numbers.

Final features include a general bibliography and a sample data bank microfiche order form.

183

Subject: Guides to assessed materials (programs and practices)

Authors: Hoffman, Fae; Bliss, Charlotte A.; Colker, Laura J.; Greenfield, Phyllis O.; Tucker, Todd S.

Title: *Explorations, Part III: Resources: Recommendations for Adult Career Resources*

Organizations: Applied Management Sciences, Inc., Silver Spring, MD; B'nai B'rith Vocational Services, Washington, DC

Date: June 1974

Number of Pages: 433
Availability: ED 102 428
Level: Adult
Populations: All

Contents: This source presents an annotated compendium of reviews and a listing of printed and audiovisual material in adult career education from 1969 to 1974.

The sources are classified according to the U.S. Office of Education career clusters and are accessible by catalog number and through the *Dictionary of Occupational Titles*. Each reference is described according to its title, the type of media used, and the appropriate grade or reading level.

Comment: It is a very thorough treatment of these resources and useful for teachers and students.

Cross Reference: Parts I and II of this publication may be found in entries 39 and 40.

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Subject: Guides to assessed materials (programs and practices)
Author: Huber, Jake
Title: *Career Education: Information Resources*
Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date: 1973
Number of Pages: 24
Availability: ED 085 567
Levels: All
Populations: All

Purpose: This career education information guide from the Center for Vocational and Technical Education proposes to alert educators to some of the many resources related to their specific needs. Prepared by Jake Huber, the survey considers materials useful for curriculum design and development, modification, and implementation. Resources include research and conference reports, speeches and papers, occupational and/or task analyses, and curriculum guides as well as instructional and reference materials.

Contents: The author begins by explaining the national information system for education known as ERIC (Educational Resources Information Center) and its affiliated clearinghouses as well as its two publications and document reproduction service. Other national and regional information agencies described include the Center for Vocational and Technical Education (CVTE) with its attendant publications, State curriculum centers, the American Institutes for Research (AIR), and many others.

Huber lists selected publications related to curriculum materials, commercially produced learning resources, and library collections. Other resources include sources for career education models and addresses for regional and commercial information centers.

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Subject:	Guides to assessed materials (programs and practices)
Author:	Moore, Allen B.
Title:	*Career Education Index*
Date:	1974
Number of Pages:	57
Availability:	Charles E. Merrill Publishing Company, Columbus, OH
Levels:	All
Populations:	All
Purpose:	This index is a component within the Career Survival Skills kit published by the Merrill Publishing Company of Bell and Howell.
Contents:	Materials in this resource cover exemplary programs, research and development reports, curriculum guides, resource lists, commercial items, and essay collections. In the index introduction, the author identifies and explains the ERIC information network and touches on the numbering of microfiche collections. Moore classifies materials within the index under the headings of curricula, planning, bibliographies, and directories and includes in addition a list of ERIC Clearinghouses and sources of microfiche collections. Each entry in the index is listed according to title, availability of material, author-publisher, sponsor-funding, date, grade level, and includes a paragraph of description.
Cross Reference:	Other items in the Career Survival Skills kit are described in entries 28, 34, and 71.

IV.B.2: Instructional Materials

The titles in subsection IV.B.2 (guides to assessed instructional materials) are:

Brown; McIntosh; Tuoti. *Career Education Materials for Educable Retarded Students: Project PRICE.*

Calkin, Pellant. *Instructional Materials for Career Education and Occupational and Personal Guidance.*

Drier. *Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12.*
*EPIE Career Education S*E*T* Volume II. Selection and Evaluation Tools.*
Instructional Materials for Career Education. A Search and Assessment for the Office of Education.
K-Adult Career Education Guide.
K-14 Career Education Multi-Media Catalogue.
Koontz. *A Classification System for Career Education Resource Materials.*
Loheyde. *Annotated Bibliography of Career Relevant Literature at the Junior and Senior High School Level.*
Maxwell; Brown; McCracken. *Career Education: Curriculum Materials in Career Education for the Disadvantaged.*
Moore. *Abstracts of Instructional Materials for Career Education.*
Olson. *Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography.*
Reynolds; Hart. *A National Annotated Bibliography for Curriculum Materials in Vocational and Career Education.*
Sackrison; Olson. *Annotated Bibliography of Commercially Produced Audio, Printed and Visual Career Education Materials.*
Suggested Teaching-Learning Approaches for Career Development in the Classroom.
Tyson. *Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners.*
York. *Grades 7, 8, and 9 Learning Resources for Career Education.*
York. *Senior High School Learning Resources for Career Education.*

Among the general guides listed above are the major surveys of materials which have been conducted over the past five years, namely Drier, *EPIE S*E*T* (Volume II)*, Moore, *Instructional Materials for Career Education*, and Reynolds and Hart.

Also included are guides to audiovisual and multimedia materials (Drier; *K-14 Career Education Multi-Media Catalogue;* Sackrison and Olson). Loheyde provides information on materials for use in English classes. Several of the titles include resource lists keyed to various career education models—the *K-Adult Career Education Guide;* Olson; *Suggested Teaching Learning Approaches;* and York. Moore offers abstracts of instructional materials, and Koontz deals with the classification of resource materials. Instructional materials have been targeted toward the needs of special education students by Calkin and Pellant.

186

Subject:	Guides to assessed materials (instructional materials)
Authors:	Brown, Greg; McIntosh, Sara; Tuoti, LaNelle
Title:	*Career Education Materials for Educable Retarded Students: Project PRICE. Working Paper #2*
Organization:	Department of Counseling and Personnel Services, University of Missouri, Columbia, MO
Date:	December 1974
Sponsor:	Bureau of Education for the Handicapped, U.S. Office of Education, Washington, DC
Number of Pages:	63

Availability: ED 104 067

Levels: All

Population: Exceptional persons/educable mentally retarded

Purpose: Project PRICE (Programming Retarded in Career Education) offers materials for teachers working with retarded students.

Contents: These materials are grouped as follows: 1) daily living skills—e.g., managing family finances, 2) personal-social skills—e.g., attaining sufficient understanding of self, and 3) occupational guidance and preparation—a section of material on occupational awareness and exploration.

The listings, by competency level of the student, are annotated to provide the title, a description of the content, and the name of the publisher.

Comment: This is a current listing from a project that has received significant attention.

Cross Reference: For another Project PRICE paper, see entry 74.

187

Subject: Guides to assessed materials (instructional materials)

Editors: Calkin, Abigail; Pellant, William

Title: *Instructional Materials for Career Education and Occupational and Personal Guidance: A Revised Catalog of Materials included in Traveling Package Number 1*

Organization: Northwest Regional Special Education Instructional Materials Center, University of Oregon, Eugene, OR

Date: 1972

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 44

Availability: ED 072 585

Levels: Secondary school

Population: Exceptional persons

Purpose: This catalog provides secondary special education teachers with a representative collection of current instructional materials appropriate to career education programs for prevocational and vocational students of special education.

Contents: The section applicable to vocational guidance lists job possibilities, explains how to apply for jobs, and discusses interview techniques and job attitudes. The personal guidance section considers social and community skills, marriage and family life, budgeting, finance, and consumer education. A final section considers job-related skills, specifically reading and math. Each of these sections is directed to the special education student requiring counseling before or during vocational education.

Titles, accession numbers, copyrights, authors, prices, publishers, and formats are listed in the catalog along with a publisher description to aid in locating materials.

188

Subject:	Guides to assessed materials (instructional materials)
Editor:	Drier, Harry N., Jr.
Title:	*Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12*
Date:	1973
Sponsor:	Ohio State University, Columbus, OH
Number of Pages:	301
Availability:	Charles A. Jones Publishing Company, Worthington, OH
Levels:	Grades K-12
Populations:	All
Purpose:	This publication expands the resource listings appearing in a 1972 publication entitled *The K-12 Guide for Integrating Career Development into Local Curriculum.* It offers approximately 2,200 resource titles, grouped first within grade clusters (K-3, 4-6, 7-9, 10-12) and then further categorized according to educational objectives as identified in the Wisconsin Career Development Model.
Contents:	The 1,000 new titles in the lists of films, filmstrips, slides, tapes, songs, records, games, kits, and other aids constitute materials analyzed and utilized by teachers and counselors. With the resources for each grade cluster described under the headings of "Self," "World of Work," and "Planning and Preparation," the annotated lists then appear by types (i.e., films, filmstrips, tapes). An opening section of the publication contains a paginated "Resource Index" for the second and third of the three basic concepts noted above. These concepts are further delineated into social, economic and political factors. Resource descriptions include cost and ordering information. The guide includes a list of publishers and producers, a career development bibliography, and biographies of the researchers. Recommended for use by the classroom teacher and the audiovisual supervisor, the publication provides spaces for listing additional resources as they become available.

189

Subject: Guides to assessed materials (instructional materials)

Title: *EPIE Career Education S*E*T* Volume II. Selection and Evaluation Tools*

Organization: Educational Products Information Exchange, New York, NY

Date: 1975

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 294

Availability: EPIE Institute, 463 West Street, New York, NY, $21.00

Levels: All

Populations: All

Purpose: This publication carries a brief summary of Volume I, together with analyses of 700 prescreened materials for use in career education programs. Produced by the Educational Products Information Exchange (EPIE) and sponsored by the National Institute of Education (NIE), the document's acronym S*E*T* stands for selection and evaluation tools.

Contents: In an effort to achieve timeliness and quality, project personnel examined publications developed or revised since 1971 and approved for inclusion only 44 percent of the commercial materials surveyed. The publication includes a smaller proportion of noncommercially produced materials.

The document features color-coded pages of evaluation "tubes" for commercially produced printed materials, filmstrips, films, and multimedia approaches as well as one section of noncommercial products. All materials are considered according to target audience, curriculum role, producers' evaluation procedures, and overall instructional design. The project evaluators take special note of the frequent lack of producer evaluations.

The publication includes indexes of commercial and noncommercial materials, publishers, and distributors.

Cross Reference: The companion Volume I, designed for use with this resource, is found in entry 177.

190

Subject: Guides to assessed materials (instructional materials)

Title: *Instructional Materials for Career Education: A Search and Assessment for the Office of Education*

Organization: Peat, Marwick, Mitchell & Co., Washington, DC

Date: February 28, 1974

Sponsor: Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC

Number of Pages: 186
Availability: ED 090 441
Levels: All
Populations: All

Purpose: The Division of Vocational Education Research of the U.S. Office of Education engaged Peat, Marwick, Mitchell & Co. to locate, assess, and document instructional materials for career education with the purpose of hastening the transition from developmental efforts to broader implementation of the concept throughout the nation's schools.

Contents: Criteria for judging materials included adequacy, consistency, versatility, and freedom from bias. The researchers' assignment involved selecting 30 noncopyrighted units of printed curriculum and instruction materials developed with public funds and available to interested school districts, with State Research Coordinating Units (RCU's) assuming responsibility for distribution.

This research report describes objectives, scope, methodology, problems, results, and recommendations of the project. Of 1,950 units identified, 624 were assessed. The largest number of high quality units appeared in the area of standard academic content, K-9, with general career education ranking second at the same levels. Only limited materials were located for occupational-skill training, guidance-placement, and the disadvantaged-handicapped.

A 96-page bibliography lists alphabetically by State 750 units, including all those assessed and a majority of those screened. The report includes a schematic chart of the assessment process together with appendixes of assessor instructions and the assessment document.

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Subject: Guides to assessed materials (instructional materials)
Title: *K-Adult Career Education Guide*
Organization: Science Research Associates, Chicago, IL
Date: 1973
Number of Pages: 86
Levels: Grades K-adult
Populations: All

Purpose: This guide provides detailed plans for the use of the commerically produced Science Research Associates (SRA) career education materials.

Contents: Within a framework of four overlapping grade levels, K through Adult, the "Objectives and Prescription" portion of the guide allows the user to establish objectives and locate suitable materials (prescriptions) for achieving the objectives. The prescription (products and programs) can be tested for useability against a product and grade-level chart.

The guide identifies the four themes within each grade level as follows: awareness, aptitudes and attitudes, skills and initial exploration, and exploration and decisionmaking. Case studies of various grade levels illustrate procedures for use of the guide in connection with specific SRA products. Each case study covers the setting, selection of objectives, selection of materials, and implementation.

The publication contains product descriptions listed alphabetically, a product index, sample job sheets for student reports, and a glossary of definitions of words and terms as used in the document.

192

Subject: Guides to assessed materials (instructional materials)
Title: *K-14 Career Education Multi-Media Catalogue*
Organization: Lakeshore Technical Institute, Sheboygan, WI
Date: 1972
Number of Pages: 129
Availability: ED 075 639
Levels: Grades K-14
Populations: All

Purpose: This catalog contains descriptive annotations and price lists for filmstrips, records, cassettes, microfiche, transparencies, 16 mm films, books, magazines, slides, video tapes, self-instructional devices, and prints.

Contents: The annotations are in code, which is adequately described to enable easy access to desired references. The catalog is divided by grade-level categories.

Comment: The cost of equipment and descriptions of use make this valuable, although prices may have changed since the catalog's publication. The catalog should be of interest to individuals involved in career education from any point of view. It is thorough, easy to use, and comprehensive.

193

Subject: Guides to assessed materials (instructional materials)
Author: Koontz, Ronald G.
Title: *A Classification System for Career Education Resource Materials*
Organization: U.S. Office of Career Education, Washington, DC
Date: 1975

Number of Pages: 37
Availability: ED 110 829
Levels: All
Populations: All

Purpose: Produced to meet the need for a classification scheme for career education resource materials, this paper emanates from the Office of Career Education of the U.S. Office of Education (USOE). The classification scheme will be utilized in developing a USOE Office of Career Education resource library, which will, in turn, extend the system to State departments of education and local school districts.

Contents: The scheme involves a total classification system made up of: 1) information germane to career education concepts (models, clusters, content), and 2) conventional information, i.e., title, author, and retrieval number. Enabling factors described for the design include: 1) location of source material through key descriptor cataloging, 2) identification of content through cataloging, and 3) quick retrieval.

The author describes use of the scheme for cataloging and filing information cards and lists the 40 descriptors for use in multiple filing. The paper further discusses the storage of resource materials together with both manual and computerized retrieval methods.

Three appendixes describe and identify discipline and content areas, special groups, and types of materials.

194

Subject: Guides to assessed materials (instructional materials)
Author: Loheyde, Kathy
Title: *Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level*
Organization: Instructional Materials Service, Cornell University, Ithaca, NY
Date: December 1972
Number of Pages: 36
Availability: ED 076 830
Levels: Grades 7-12
Populations: Students in English classes

Purpose: This bibliography for English teachers is to be used to infuse career-relevant information and learning experiences into the curricula of junior and senior high schools.

Contents: The contents include junior and senior high nonfiction, and junior high fiction. A topical index (by profession) of material for the teachers is included.

Comment: This bibliography, though limited to 160 entries, covers material explaining a broad scope of skilled, technical, and professional occupations—from accounting and aerospace to crime, science, medicine, transportation, and travel.

Cross Reference: See also entry 220, for other materials of interest to secondary educators.

195

Subject: Guides to assessed materials (instructional materials)
Authors: Maxwell, David K.; Brown, Alice J.; McCracken, J. David.
Title: *Curriculum Materials in Career Education for the Disadvantaged. Appendix D of a Final Report*
Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH
Date: January 1973
Sponsor: Task Force on Dissemination, U.S. Office of Education, Washington, DC
Number of Pages: 61
Availability: ED 072 208
Levels: All
Populations: Disadvantaged

Purpose: This very thorough resource suggests that any curriculum materials or instructional resources used for disadvantaged students are of value insofar as they meet the definite needs of students and are perceived by students as valuable.

Contents: The source first examines the needs of disadvantaged students and then examines curriculum materials appropriate to their reading and interest levels. The work then looks at the contribution of curriculum materials to career awareness, exploration, and preparation in relation to the disadvantaged. This section emphasizes characteristics of the disadvantaged student in relation to curriculum development, stressing curriculum changes required to meet these needs and the techniques required to determine their value and validity.

Charts and figures document discussions of curriculum needs in career awareness for disadvantaged students on the elementary, exploration, and preparation levels.

Selected references and instructional materials are listed.

196

Subject: Guides to assessed materials (instructional materials)
Author: Moore, Allen B.

Title: *Abstracts of Instructional Materials for Career Education*

Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH

Date: 1972

Sponsor: National Institute of Education, Washington, DC

Number of Pages: 126

Availability: ED 068 627

Levels: All

Populations: All

Purpose: These abstracts were selected from a national search for career education instructional materials. The listing includes curriculum units, teacher guides, handbooks, and career-related instructional materials.

Contents: The separate entries list author, title, institutional source, sponsoring agency, source of availability, descriptors, identifiers which characterize the document contents, and an abstract of the relevant document.

The listing is arranged according to grade level for specific grades wherever applicable.

197

Subject: Guides to assessed materials (instructional materials)

Editor: Olson, LeVene A.

Title: *Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography*

Organization: Department of Vocational-Technical Education, Marshall University, Huntington, WV

Number of Pages: 126

Availability: ED 064 510

Levels: Grades 1-6

Populations: All

Purpose: This resource provides teaching guides for Grades 1-6 in the form of 26 units on career awareness. The units are aimed at blending subject matter and occupational requirements within the curriculum by introducing occupational information into the subject matter (in one or more fields).

Contents: Suggested strategies for occupational experiences include field experiences in business, industry, and governmental institutions; simulated exercises that are cognitive, affective, and psychomotor in nature; competence development in the psychomotor domain; resource role models; and multimedia activities. (A selection of charts and figures graphically presents this material.)

Implementation of career awareness is particularly effective if field trips are conducted with the proper preparation of the students and the business, industry, or institution they will visit. The section on instructional units lists teaching units and behavioral objectives for grades 1-6. A sample teaching unit for each grade level is presented, including procedures, suggested student activities, and notes and resources in a columnar form for better comprehension.

198

Subject: Guides to assessed materials (instructional materials)

Authors: Reynolds, William B.; Hart, Lonnie M.

Title: *A National Annotated Bibliography for Curriculum Materials in Vocational and Career Education*

Organization: Division of Vocational and Technical Education, Illinois State Board of Vocational Education and Rehabilitation, Springfield, IL

Date: 1974

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 829

Availability: ED 090 442

Levels: All

Populations: All

Purpose: This resource is a product of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The network includes the State centers which provide direct services to teachers and students concerning curriculum and instructional materials and are coordinated by seven regional centers. The services of the regional centers include national articulation and coordination of available materials, dissemination and diffusion of selected materials, and acquisition and display of materials in professional resource libraries. The document includes materials nominated by State centers and later selected by criteria agreed upon by staff in regional centers.

Contents: The source is compatible with ERIC. (Future revisions are to include ERIC numbers.) Each entry lists the title, author, and type of material; intended users; training required for use of material; consulting services available in regard to the entry; and ordering instructions. A descriptor gives further reference material.

The content is divided into the following sections: applied biology and agricultural occupations; business, marketing and management; health; industrial-oriented occupations; public and personal services; and graded materials (preschool-6; 7-8; 9-10; and 11-12). A single section includes subsections on adult, disadvantaged, handicapped, career education, teacher education, and State agency personnel.

199

Subject: Guides to assessed materials (instructional materials)
Editors: Sackrison, Robert W.; Olson, LeVene A.
Title: *Annotated Bibliography of Commercially Produced Audio, Printed, and Visual Career Education Materials*
Organization: Department of Occupational, Adult and Safety Education, Marshall University, Hunting, WV
Date: March 1975
Number of Pages: 35
Availability: ED 109 430
Levels: All
Populations: All

Purpose: Designed to meet the needs of educators involved in planning and implementing career education programs, this annotated bibliography of commercially produced audio, visual, and printed materials provides a "fast-format" tool. The authors see a need for such publications because of rapid dating of materials, the need for quick, easy access to a variety of sources, and the rapid turnover in the number of manufacturers producing career education materials.

Contents: The bibliography codes materials according to career awareness, career orientation, and career exploration, or combinations of the last two, as well as for grade levels from kindergarten through adult.

The compilers divide their listings under the general headings of multimedia, filmstrips, cassettes or records, and printed materials for each age-level grouping. Annotations provide title, educational objective, and a brief description of the software and hardware included or available.

Final pages include names, addresses, and codes of manufacturers.

200

Subject: Guides to assessed materials (instructional materials)
Title: *Suggested Teaching-Learning Approaches for Career Development in the Classroom*
Organization: College of Education, University of Minnesota, Minneapolis, MN
Date: 1968

Number of Pages: 182

Availability: ED 053 289

Levels: All

Populations: All

Purpose: This report presents teacher formulated behavior objectives and activities that should prove useful in needed career development programs. Developed at a conference, it presents a variety of conference reports, unified to provide teaching aids useable in career development.

Contents: For each stated objective, the report suggests a rationale and a series of innovative approaches to reach the objective. For example, broad instructional goal #1 is the evaluation of interests, abilities, values, needs, and other self characteristics as they relate to occupational roles. The objective is the evaluation of the relevance of personal aptitudes and abilities for the broad occupational areas. The rationale suggests career development activities relating self to the occupational area. Enabling objectives include testing for aptitude in the occupational area. Innovative approaches present a series of teacher learning-related activities.

Comment: The report is quite practical and easily used and should be valuable to career education program directors.

201

Subject: Guides to assessed materials (instructional materials)

Author: Tyson, Kenneth L.

Title: *Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners*

Date: 1968

Sponsor: U.S. Department of Health, Education and Welfare, Washington, DC

Number of Pages: 29

Availability: ED 030 921

Levels: All

Populations: Slow learners

Purpose: This source guide is compiled for the reference of teachers and counselors involved with the vocational guidance of slow learners and educable mentally retarded students in special education classes.

Contents: Resources are divided into seven sections: audio-visual, listing free films, commercial tapes and filmstrips; bibliographies, including materials on vocational guidance for slow learners; classroom materials, including catalogs, texts, and workbooks for classroom and self-study; curriculum materials; periodicals; professional materials including those designed for the inservice growth and improvement of teachers and counselors; and research and demonstration projects, which list current ongoing projects in the field.

Comment: For those involved in special education, it is a comprehensive resource, but dated.

202

Subject: Guides to assessed materials (instructional materials)

The two publications whose bibliographic citations follow are described together at the end of the citations.

A

Author: York, Edwin
Title: *Grades 7, 8, and 9 Learning Resources for Career Education*
Organization: New Jersey Occupational Resource Center, Edison, NJ
Date: 1973
Number of Pages: 28
Availability: ED 080 712
Levels: Grades 7-12
Populations: All

B

Author: York, Edwin
Title: *Senior High School Learning Resources for Career Education*
Organization: New Jersey Occupational Resource Center, Edison, NJ
Date: 1973
Number of Pages: 32
Availability: ED 080 711
Levels: Grades 7-12
Populations: All

A–B

Purpose: These resource lists, based on the premise that all school media centers should be involved in the career development of individuals, present comprehensive multimedia listings, one for the middle grades and the other for high school.

Contents: The lists include simulations and instructional games for career orientation, devices for individual instruction, cassettes and accompanying tapes, film strips, super 8 mm film cartridges and 16 mm films, professional books and documents (ERIC listings), and books at the relevant level for students. Publisher and supplier listings and a subject index are included.

Each annotated entry indicates the publisher and describes the work briefly.

Comment:	This is of value for curriculum developers and teachers, particularly for those involved in guidance and counseling of students in career education programs.

IV.B.3: Career Information

The titles included in subsection IV.B.3 (guides to assessed materials on career information) are:

Bickner. *Women at Work: An Annotated Bibliography.*
CHOICE: Career Handbook of Occupational Information by Clusters for Educators.
Duckat. *A Guide to Professional Careers.*
Flanagan; Tiedeman; Willis; McLaughlin. *The Career Data Book. Results of Project TALENT's Five-Year Followup Study.*
Forrester. *Occupational Literature.*
Hills. *Review and Analysis of Sources of Occupational Information for Career Education.*
Lovejoy. *Lovejoy's Career and Vocational School Guide.*
Sullivan; McAlpine. *Job Opportunity and Career Books for Junior and Senior High School Libraries and Guidance Departments.*

This subsection includes titles on educational opportunities (Lovejoy) and career literature (CHOICE; Duckat; Hills; Flanagan, Tiedeman, Willis, and McLaughlin; Forrester; and Sullivan and McAlpine). Further details on specific items are given in the annotations which follow.

203

Subject:	Guides to assessed materials (career information)
Author:	Bickner, Mei Liang
Title:	*Women at Work: An Annotated Bibliography*
Organization:	Manpower Research Center, University of California, Los Angeles, CA
Date:	March 1974
Sponsor:	Manpower Administration, U.S. Department of Labor, Washington, DC
Number of Pages:	437
Availability:	ED 095 398
Levels:	All
Populations:	All
Purpose:	This extensive bibliography is specifically aimed at working women and is not a general listing. It contains information and material beneficial for those doing research on the topic.

There are no entries prior to 1960 unless they are of major importance. Special attention is paid to publications on nonprofessional and minority women and to the law.

Contents: The bibliography includes sections on historical development, education and training, working women, occupations, special groups, and public policy. The section on education and training devotes subsections to counseling and guidance, job training, educational attainment, and continuing education. Subsections within the section on working women include a statistical profile, characteristics of the working woman, earnings, unions and working women, and attitudes toward working women.

The section on occupations deals with women in the professions, academia, management, public employment, clerical, sales and services, and semiskilled and unskilled occupations. Special groups included are teens and youth, working mothers, mature women, and minority women.

Public policy considered includes major Federal laws, Equal Employment Opportunity Commission decisions, significant court decisions, National Labor Relations Board decisions, law review articles, and books, pamphlets, and miscellaneous publications. Bibliographies are included.

Each entry is made according to author, title, and source. Appendixes list authors, titles, and cross references.

204

Subject: Guides to assessed materials (career information)

Title: *CHOICE: Career Handbook of Occupational Information by Clusters for Educators*

Organization: Information Concepts Inc., Arlington, VA

Date: 1974

Sponsors: Education Service Center Region 11, Fort Worth, TX; Division of Occupational Research and Development, Texas Education Agency, Austin, TX

Number of Pages: 99

Availability: ED 101 218

Levels: All

Populations: All

Purpose: CHOICE (Career Handbook of Occupational Information by Clusters for Educators) presents information regarding over 1,000 jobs, organized by 15 occupational clusters. CHOICE uses, with slight modification, the career clusters of the *Dictionary of Occupational Titles* (DOT).

Contents: The job information, which is derived from DOT, is presented in easily read chart form and would be equally useful to teachers, counselors, and students. Preliminary information details the use of the *Handbook* alone, or in conjunction with the DOT. It also explains the codes used to indicate 10-year projections of national demand for workers in each field.

To learn worker traits associated with each job, users are referred by page numbers to this information in Volume II of the DOT. The *Handbook* explains codes keyed to the level and type of preparation (general education or vocational) required for each job. A short paragraph describes the functions related to the job.

Comment: The *Handbook*, while dealing with only a percentage of some 24,000 different jobs being performed in our society today, covers the 15 clusters in a clear and useful manner.

205

Subject: Guides to assessed materials (career information)

Author: Duckat, Walter

Title: *A Guide to Professional Careers*

Date: 1970

Number of Pages: 285

Availability: Julian Messner, Division of Simon & Schuster, Inc., New York, NY, $5.95

Level: Professions

Populations: All

Purpose: The purpose of this book is to describe the duties, possible specialization, income, training, and a forecast for each of some 80 professions. Duckat prefaces his descriptions with a general discussion of professional careers (most of which he classifies as service rather than profit oriented), and brief information on colleges and college life—a necessary phase of preparation for most professions.

Contents: Each entry, from accountant to wood scientist, includes questions to stimulate thought about how one measures up to the demands of that profession.

Duckat pays particular attention to describing the status of women and minority groups in each profession, including with some entries statistics on the numbers now employed. However, some of these descriptions appear to be colored by subjective opinion: "Women are welcome in every phase of psychiatry and psychology. They tend, however, to prefer school, clinical, and educational psychology." There are few women in technical writing "because few . . . seem to be drawn to complicated technical material." The architect is "he," the dental hygienist and home economist, "she." The introductory chapter ends with the statement that "opportunities . . . for women will be especially good in such fields as teaching, nursing, library science, home economics, and social work, in which women have traditionally predominated."

The author does, however, predict a more promising future for nonwhites in most professions, noting the absence of minority professionals and the fact that in many professions, nonwhites are in great demand.

An appendix lists careers in the Federal government for selected college majors, and a second appendix lists free vocational literature and where to obtain it.

206

Subject: Guides to assessed materials (career information)
Authors: Flanagan, John C.; Tiedeman, David V.; Willis, Mary B.; McLaughlin, Donald H.
Title: *The Career Data Book: Results of Project TALENT's Five-Year Followup Study*
Organization: American Institutes for Research, Palo Alto, CA
Date: 1973
Sponsor: National Institute of Education, Washington, DC
Number of Pages: 400
Availability: ED 085 569
Levels: All
Populations: All

Purpose: This interim report of Project TALENT presents the profiles of high school test scores for each of 12 career clusters and occupations in which students were employed five years after testing. Descriptions are also provided for each career cluster and occupation.

Contents: Project TALENT was instituted to obtain a national inventory of human resources; to develop a set of standards for educational and psychological measurements; to provide a comprehensive career guide indicating the patterns of aptitude and ability which are predictive of entry into various careers; to formulate a better understanding of how young people choose their life work; and to identify the educational experiences which better prepare students for their life work over the years. These goals have been accomplished by testing approximately 400,000 students in 1960 and by using followup questionnaires 1, 5, and 11 years after testing. The book fully describes the Project and the classifications of selected occupations into groups on the basis of the nature of occupations, and the training and abilities required.

Use of the source is explained in order to make it a valuable tool for counselors and students. It is necessary to determine the student's percentile rank on various interests, types of knowledge, abilities, and then to enter such scores in a student's booklet. The booklet explains procedures for exploring suitable careers for a given student. Using this booklet, the student's percentile and corresponding rank on various tests are compared with the data on specific careers. These fundamental data are found in chapters grouped by career cluster. The resultant profiles compare the student to the typical members of a given occupation or group of occupations and thus can be used as a fairly positive and helpful predictor in assisting individual students in making realistic career choices.

Comment: This source is based on extensive and comprehensive research and gives the counselor and student material to work with in discussing career choices. It should be a useful tool in any career education or guidance program.

207

Subject:	Guides to assessed materials (career information)
Author:	Forrester, Gertrude
Title:	*Occupational Literature*
Organization:	H.W. Wilson Company, Bronx, NY
Date:	1971
Number of Pages:	675
Levels:	All
Populations:	All
Purpose:	This source is designed to acquaint young people and students with sources of information about occupations.
Contents:	The book includes approximately 6,000 references that are carefully annotated and clearly written and presented. Each reference given is brief but concise.
Comment:	It should be of value to teachers, counselors, librarians, and others interested in selecting materials for reference in career education placement, followup, and similar programs.

208

Subject:	Guides to assessed materials (career information)
Author:	Hills, Kenneth D.
Title:	*Review and Analysis of Sources of Occupational Information for Career Education*
Organization:	Center for Vocational and Technical Education, Ohio State University, Columbus, OH

Date: 1973
Number of Pages: 51
Availability: ED 079 482
Levels: All
Populations: All

Purpose: This review and analysis is designed to assist the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, and schools.

Contents: The occupational information needs for career education include decisionmaking, a model for such information, and the need for a substantial theory to back it up. All sources referred to in the establishment of occupational information needs include acquisition information: names, corporations, institutions, addresses. This is a plus factor of the review, complemented by an appendix which gives an alphabetical listing of the sources.

Of particular value in the review is a listing of the criteria necessary to assess the value of resources: 1) the content—specific job data; 2) the process—format, styles, and level addressed; 3) the biases—the author's possible prejudices.

A very good presentation of the outstanding sources of career education information looks to the needs of the students in selecting individuals who may be valuable in presenting such information. An appendix which gives an occupational information evaluation checklist is noteworthy.

Comment: This is recommended for the classroom teacher and may prove to be a springboard for individual creativity in developing such a program. It is a fairly up-to-date review and clearly presented. The analysis of each source aids particularly in deciding whether it is of value to a specific teacher.

209

Subject: Guides to assessed materials (career information)
Author: Lovejoy, Clarence L.
Title: *Lovejoy's Career and Vocational School Guide: A Source Book, Clue Book, and Directory of Institutions Training for Job Opportunities*
Number of Pages: 184
Date: 1973
Availability: Simon and Schuster, New York, NY
Level: Secondary school
Populations: All

Purpose: This is a resource guide which completely covers the institutions offering training programs for job opportunities.

Contents: The guide includes the following sections: 1) careers, vocations, and jobs (a guide, the author emphasizes); 2) the 35,550 career titles recognized in the United States; 3) the Armed Forces as gateways to careers (listing the Army assignments and training programs specifically); 4) careers, trades, and professions (listing the respective organizations with addresses); 5) vocational career curricula, a guide, and clues (listing alphabetically 283 avenues toward job training); and 6) a capsule description of the schools offering such programs (listed by State).

Comment: This source may be of interest to counselors working with students wishing to go beyond local-level programs.

210

Subject: Guides to assessed materials (career information)

Authors: Sullivan, Stephanie Carlson; McAlpine, Julie

Title: *Job Opportunity and Career Books for Junior and Senior High School Libraries and Guidance Departments*

Date: 1974

Number of Pages: 11

Availability: ED 101 247

Levels: Grades 7-12

Populations: All

Purpose: Designed as a tool for junior-senior high school libraries or guidance departments, this annotated bibliography lists books dealing with part-time/summer employment opportunities and professional and occupational data relevant to the postsecondary job seeker as well.

Contents: The listing opens with selected employment directories and moves on to an alphabetical citing of books devoted to separate occupational areas. Most of these treatments identify schools offering courses in the specific fields. Final entries include such items as the *Occupational Outlook Handbook*, the *Dictionary of Occupational Titles*, a directory of correspondence education, and occupational surveys of general fields such as the chemical sciences and economics.

The document, which has no sexist divisions as to occupations, covers publications dealing with careers ranging from fish farming to stock brokering to archeology, and includes directories for certain regions (e. g., the Middle Atlantic States), for the nation, and for overseas.

The bibliography includes books giving information on schools and on job information for paraprofessionals.

IV.B.4: Tests

The titles included in subsection IV.B.4 (guides to assessed test materials) are:

Buros. *The Seventh Mental Measurements Yearbook.*
Career Planning Program, Grades 8-11 Handbook. User's Guide and Summary of Research.

Further details on these items are given in the annotations which follow.

211

Subject:	Guides to assessed materials (tests)
Editor:	Buros, Oscar Krisen
Title:	*The Seventh Mental Measurements Yearbook (MMI), Volumes I and II*
Date:	1972
Number of Pages:	1,964: 2 volumes
Availability:	The Gryphon Press, Highland Park, NJ
Levels:	All
Populations:	All

Purpose:

Oscar Krisen Buros, editor of the *Seventh Mental Measurements Yearbook* (and of its six earlier editions), states his purpose as that of assisting "test users in education, psychology, and industry" in making "more intelligent use of standardized tests of every description."

The editor identifies five objectives: providing information about tests published throughout the English-speaking world; presenting critical test reviews written by specialists; providing bibliographies of references pertaining to the tests; including test review criticisms appearing in professional journals; and presenting listings of new and revised books on testing.

Contents:

The massive, two-volume standard reference document opens with an introduction which includes descriptions of two auxiliary publications, *Tests in Print* and *Mental Measurements Yearbook Monographs.*

Buros characterizes the "Tests and Reviews" section as the "heart" of the mental measurements yearbook. This section lists 1,157 tests, 798 test reviews by 439 reviewers, 181 excerpted test reviews from 39 journals, and 12,372 references for specific tests.

Tests analyzed cover a total spectrum from achievement batteries through character and personality, intelligence, fine arts, 11 languages, mathematics, reading, science, specific vocations, and many others.

Each of the two volumes of the *Seventh Mental Measurements Yearbook* duplicates the table of contents of its companion resource, with page numbering continuous through both volumes. Six extensive indexes cover the areas of periodical directories, publisher's directory, book titles, test titles, names, and a classified listing of tests.

212

Subject:	Guides to assessed materials (tests)
Title:	*Career Planning Program, Grades 8-11 Handbook: User's Guide and Summary of Research*
Organizations:	American College Testing Program, Iowa City, IA; Houghton Mifflin Company, Boston, MA
Number of Pages:	162
Availability:	ED 109 362
Levels:	Grades 8-11
Populations:	All

Purpose: This users' guide and summary of research pertains to one of three services prepared by the American College Testing Program for commercial distribution. The career planning program for Grades 8-11 (CPP 8-11) under consideration here emphasizes career exploration.

Contents: Divided into four parts and including seven appendixes and many tables and figures, this handbook gives not only general overviews and explanations of the program but also includes detailed explanations of tests for validity and reliability.

Part I of the guide argues that tests have a useful role in career guidance programs when based in career development and decision theory. The designers of this program regard testing as only one, but an integral, part of a career guidance program. They see testing as a facilitating exploration of career and of self.

Part II provides an overview of program components dealing with personal assessment and career guidance. Detailed explanations include descriptions of all the materials supplied for both formal and informal assessment as well as for career guidance components.

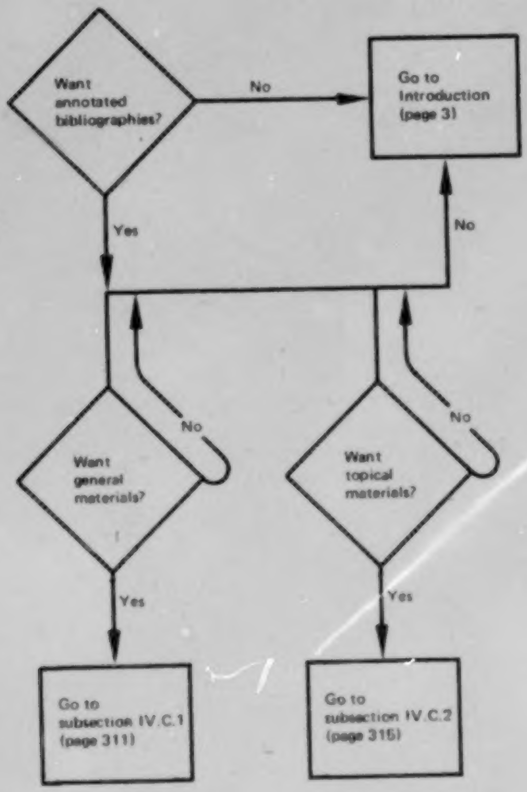
The handbook makes clear that the program is intended for administration and interpretation by professional educators who should be thoroughly familiar not only with this instrument and an accompanying *Manual of Instructions* but who also should be able to analyze students' tests and report forms when scored and returned by the ACT facility.

The section on reliability, related scale characteristics, and validity gives details (both graphically and in discussion) of the results of statistical analyses of the program.

IV.C: Annotated Bibliographies

Among resource guides, subsection IV.C gathers together descriptions of annotated bibliographies of career education documents.

In order to pursue the material in this subsection of the GUIDE (annotated bibliographies), you need to choose according to the following decision path:


Want annotated bibliographies?
No
Go to Introduction (page 3)
Yes
No
No
No
Want general materials?
Want topical materials?
Yes
Yes
Go to subsection IV.C.1 (page 311)
Go to subsection IV.C.2 (page 315)

IV.C.1: General

The titles included in subsection IV.C.1 (general annotated bibliographies) are:

Career Education: An ERIC Bibliography.
Career Education Microfiche Collection Catalog.
Gilrain. *Career Education 1972: An Annotated Bibliography of 173 References.*
High; Hall. *Bibliography on Career Education.*
Sources of Information: Career Education, An Annotated Bibliography.

The titles to annotated bibliographies of the general literature on career education include two bibliographies of select documents (Gilrain; and *Sources of Information*); an early compilation of resources published by the forerunner of the Office of Career Education, U.S. Office of Education (High and Hall);

a bibliography of the National Multimedia Center for Basic Education; and two publications which are more general forerunners of the GUIDE, namely the *ERIC Bibliography* and the *Microfiche Collection Catalogue*.

213

Subject:	Annotated bibliographies (general)
Title:	*Career Education: An ERIC Bibliography*
Availability:	Macmillan Information, New York, NY, $9.95
Date:	1973
Number of Pages:	360
Levels:	All
Populations:	All
Purpose:	This is a listing of the ERIC documents on the topic of career education obtained from a thorough search of the material in the ERIC system through January 1973.
Contents:	It contains journal articles, author index, subject index, and documents. All are cross referenced and contain the ERIC document (ED) number, title, author, and an abstract. An introductory note presents information on how to order ERIC documents.
Comment:	The book is easily used and thorough, covering the entire field of career education as represented in ERIC during the search period.

214

Subject:	Annotated bibliographies (general)
Title:	*Career Education Microfiche Collection Catalog*
Organization:	California Department of Education, Sacramento, CA
Date:	1975
Number of Pages:	49
Availability:	ED 117 390
Levels:	All
Populations:	All
Purpose:	The scope and purpose of this microfiche catalog are for infusion of the California Career Education Implementation Model into schools.
Contents:	Opening pages provide information on use of the catalog and on ordering documents, all of which can be secured from the San Mateo Educational Resources Center.

The catalog includes a subject index organized according to age-span (elementary through adult and including a community college classification). It also includes an institutional index and a section devoted to position papers and management documents.

The institutional index lists the full titles of materials developed at the cited institutions together with the microfiche document control numbers.

215

Subject: Annotated bibliographies (general)
Author: Gilrain, James B.
Title: *Career Education 1972: An Annotated Bibliography of 173 References*
Organization: Career Education, Box 53, Purdy Station, NY
Number of Pages: 100
Availability: ED 072 202
Levels: All
Populations: All

Purpose: Gilrain's bibliography was prepared as a part of a larger study evaluating the effectiveness of a wide range of career education programs.

Contents: This annotated bibliography lists 173 periodical articles, speeches, reports, doctoral dissertations, and books, all of which relate to various aspects of career education.

Entries are arranged alphabetically by author. Each includes a description of the work in question, as well as title and publication information.

216

Subject: Annotated bibliographies (general)
Editors: High, Sidney, C., Jr.; Hall, Linda
Title: *Bibliography on Career Education*
Organization: Center for Adult, Vocational, Technical, and Manpower Education, U.S. Office of Education, Washington, DC
Date: May 1973
Number of Pages: 104
Availability: ED 079 554
Levels: All
Populations: All

Purpose: This listing is the earliest career education bibliography from the U.S. Office of Education. A clear explanation of the ERIC system for ordering documents prefaces the listing.

Contents: The contents include selected references, journal articles, and background references to career education. Background references include subsections on pilot projects, course guidelines, teaching materials, and instructional programs; the career cluster concepts; work experience, cooperative education and job training; advisory committee and industry-education cooperation; career guidance and counseling; computer-based guidance systems; career information; placement and followup, women in the world of work; approaches to evaluation; and related studies. A final section is devoted to continuing sources.

Comment: This is an excellent work, and the references are thoroughly listed.

217

Subject: Annotated bibliographies (general)

Title: *Sources of Information: Career Education, An Annotated Bibliography*

Organization: Career Education Task Force, California Department of Education, Sacramento, CA

Date: 1975

Number of Pages: 67

Availability: ED 114 542

Levels: All

Populations: All

Purpose: This bibliography, prepared by the California Department of Education Career Education Task Force, revises a 1972 bibliography.

Contents: Each of the eight sections opens with a statement of the predominant facet of career education under consideration. With the divisions dealing with such topics as the nature of students in the 1970's, the occupational market, and statements of objectives, the editors cope with the inevitable overlapping of subject matter by cross referencing. The alphabetically arranged entries include brief annotations.

The bibliography covers such topics as teacher-student resource materials, information for counselors, evaluation guidelines, and curriculum development methods. The listings cover audiovisual and other instructional aids, and the single appendix deals exclusively with publications from the Center for Vocational Education at Ohio State University.

IV.C.2: Topical

The titles included in subsection IV.C.2 (topical annotated bibliographies) are:

Mortier: *An Annotated Bibliography of Career Discovery and Career Development Articles for the High School 1971-73.*
Personnel Development for Career Education: A Selected Annotated Bibliography.
Wilder. *Annotated Bibliography on Career Education for Administrators.*
Wilder. *Annotated Bibliography on Career Education for Postsecondary Educators.*
Wilder. *Annotated Bibliography on Career Education for Secondary Educators.*

The topical annotated bibliographies include those for secondary and postsecondary education, one for administrators, and one on personnel development in career education.

218

Subject:	Annotated bibliographies (topical)
Editor:	Mortier, Thomas E.
Title:	*An Annotated Bibliography of Career Discovery and Career Development Articles for the High School 1971-73.*
Organization:	Vocational Education Department of the State of Washington, Olympia, WA
Date:	1973
Number of Pages:	71
Availability:	ED 117 302
Levels:	Grades 9-12
Populations:	All
Purpose:	Compiled for the Vocational Education Department of the State of Washington, this annotated bibliography covers 138 publications in the areas of career discovery and development. The materials, produced between 1971 and 1973, appear suitable for use at the secondary level.
Contents:	The items surveyed include books, journals, and unpublished works. Subject areas cover general information and background; philosophy, rationale, and professional development; curriculum and career guidance; minorities, women, and the disadvantaged; programs, projects and models of career development; and research and evaluation. Writing in language clear to the general reader, the editor provides specific information, evaluates, and recommends uses for each article. In addition to the annotations (approximately 75 words each), Mortier assigns a rating to each treatment: three stars indicate top articles in each section; two, good articles on career discovery; and one, articles of average quality.

Comment: The bibliography lacks an introduction, a rationale, and a description of criteria used for judging individual materials.

219

Subject: Annotated bibliographies (topical)

Title: *Personnel Development for Career Education: A Selected Annotated Bibliography*

Organization: Center for Vocational and Technical Education, Ohio State University, Columbus, OH

Date: August 1973

Sponsor: U.S. Office of Education, Washington, DC

Number of Pages: 379

Availability: ED 098 466

Levels: All

Populations: Educational personnel

Purpose: This source provides a selected, annotated bibliography in staff development in career education for the years 1970-73. It is directed at those responsible for preparing and utilizing the staff of a career education program.

Contents: A list of major sources prefaces the total source listing, which includes books, dissertation abstracts, journals, related documents, and a selected supplementary listing. Individual listings indicate author, title, source (e.g., association), and publication date, followed by an annotation.

220

Subject: Annotated bibliographies (topical)

The three publications whose bibliographic citations follow are described as a group at the end of the citations.

A

Editor: Wilder, Dee; Hines, Rella; Sutton, Susan

Title: *Annotated Bibliography on Career Education: For Administrators*

Organization: Tennessee Research Coordinating Unit for Vocational Education, Knoxville, TN

Date: 1973

Number of Pages: 83

Availability: ED 084 415

Levels: Secondary and postsecondary

Populations: Educational personnel

B

Editor: Wilder, Dee; Hines, Rella; Sutton, Susan

Title: *Annotated Bibliography on Career Education: For Postsecondary Educators*

Organization: Tennessee Research Coordinating Unit for Vocational Education, Knoxville, TN

Date: 1973

Number of Pages: 33

Availability: ED 084 414

Level: Postsecondary

Populations: Educational personnel

C

Editor: Wilder, Dee; Hines, Rella; Sutton, Susan

Title: *Annotated Bibliography on Career Education: For Secondary Educators*

Organization: Tennessee Research Coordinating Unit for Vocational Education, Knoxville, TN

Date: 1973

Number of Pages: 78

Availability: ED 084 413

Level: Secondary

Populations: Educational personnel

A–C

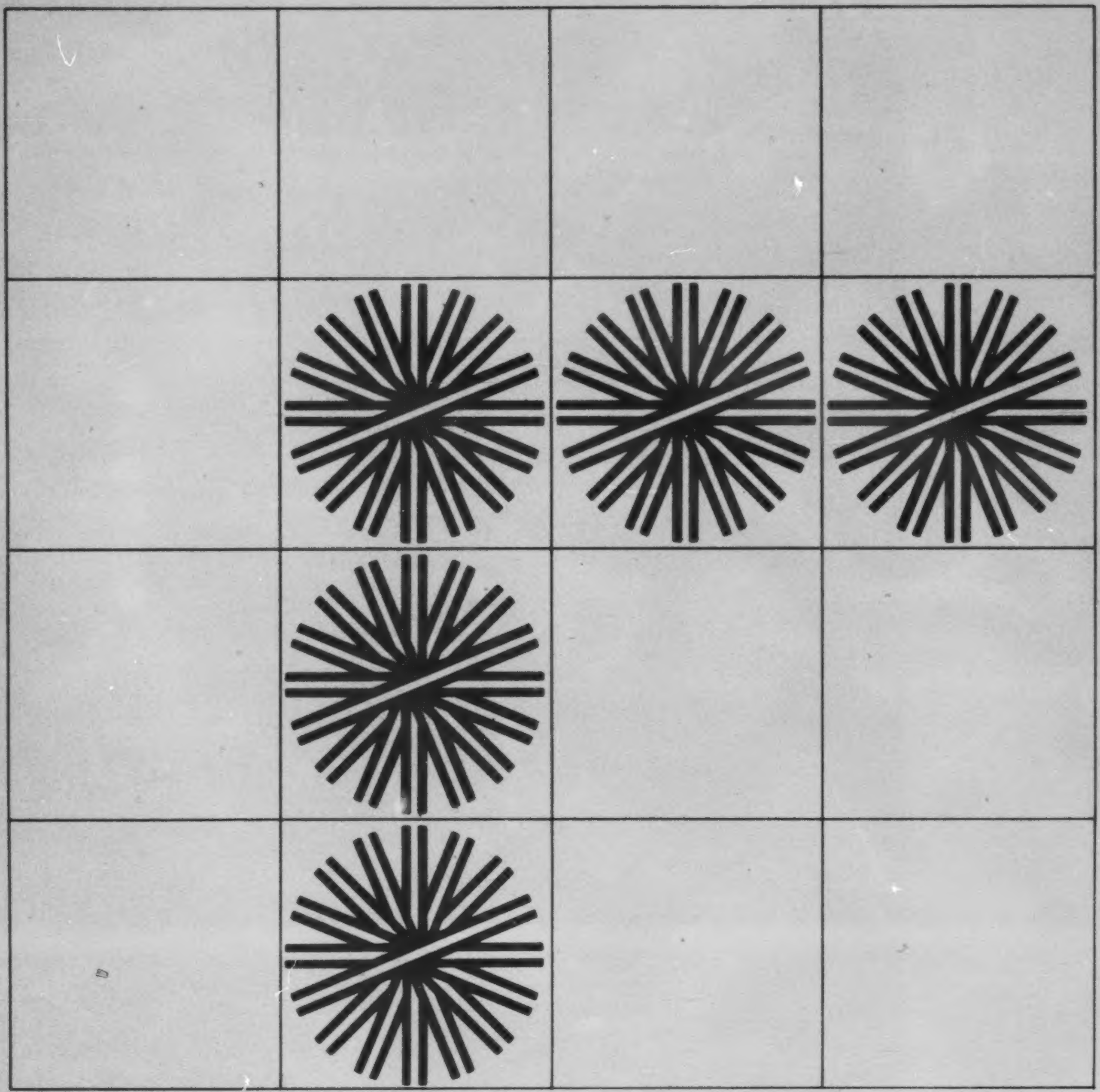
Purpose: These bibliographies revise a 1972 publication, presenting a series of sources aimed at grade levels beyond the elementary and junior high school.

Contents: The series lists models and guidelines. Annotation indicates the author, title, date, and ERIC reference numbers. The bibliography groups sets of references by grade level, and includes additional sections treating guidance and counseling, the disadvantaged, background references, and the ERIC annotations for each entry.

Comment: The series is thorough and easily used, but a further revision is now due because of added work in the field.

Cross Reference: Entry 194 also contains materials of interest to secondary educators.

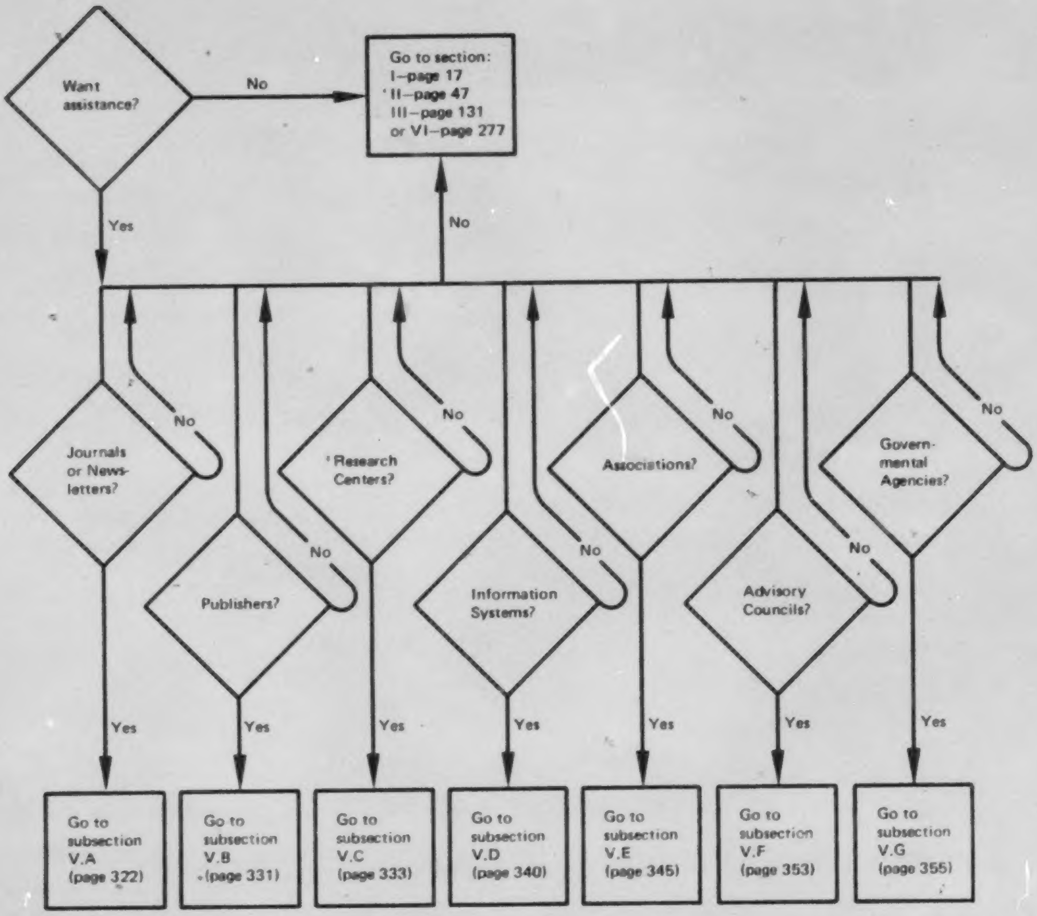
Section V Organizational Resources



SECTION V:
ORGANIZATIONAL RESOURCES

In Section V, you will find listings of information on the organizational resources available to you in pursuing your investigation of career education. These resources range from lists of journals and publishers in the field of career education to organizations which offer consultative help.

The organizational resources in career education which are identified in the GUIDE can be reached by following this decision path:


Want assistance?
No
Go to section:
I—page 17
II—page 47
III—page 131
or VI—page 277
Yes
No
Journals or News-letters?
No
Publishers?
No
Research Centers?
No
Information Systems?
No
Associations?
No
Advisory Councils?
No
Govern-mental Agencies?
No
Yes
Yes
Yes
Yes
Yes
Yes
Yes
Go to subsection V.A (page 322)
Go to subsection V.B (page 331)
Go to subsection V.C (page 333)
Go to subsection V.D (page 340)
Go to subsection V.E (page 345)
Go to subsection V.F (page 353)
Go to subsection V.G (page 355)

V.A: Journals and Newsletters

Among the organizational resources available in career education, subsection V.A lists journals and newsletters.

Citations include name, address, editor, frequency, cost, start date, and any affiliations of the principal journals and newsletters in career education.

ACES Newsletter
332 Tappan Street
Brookline, MA 02146

Editor: Louise Thompson
Frequency: quarterly
Cost: free to members
Began: 1971
Affiliation: Association of Counselor Educators and Supervisors

ACTivity News
P.O. Box 168
Iowa City, IA 52240

Editor: Bob Elliott
Frequency: four per school year
Cost: free
Began: 1967
Affiliation: American College Testing Program

ACTVE News
P.O. Box 1886
Austin, TX 78767

Editor: Will Reece
Frequency: monthly
Cost: free
Began: 1970
Affiliation: Advisory Council for Technical-Vocational Education in Texas

AIR Career Education News
P.O. Box 1113
Palo Alto, CA 94302

Frequency: several per year
Cost: free
Began: 1973
Affiliation: American Institutes for Research

American Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Editor: William A. Horn
Frequency: monthly, combined Jan/Feb and Aug/Sep
Cost: $13.50 per year
Began: 1960
Affiliation: U.S. Department of Health, Education, and Welfare

American Vocational Journal
1510 H Street, N.W.
Washington, D.C. 20005

Editor: Harry H. Cutler
Frequency: monthly, Sep-May
Cost: $8 per year
Began: 1925
Affiliation: American Vocational Association

APA Monitor
1200 17th Street, N.W.
Washington, D.C. 20036

Editor: Sharland Trotter
Frequency: monthly, combined Sep/Oct
Cost: $5 per year
Began: 1970
Affiliation: American Psychological Association

ASTD National Report for Training and Development
P.O. Box 5307
Madison, WI 53705

Editor: Robert L. Craig
Frequency: biweekly
Cost: $35 per year
Began: 1975
Affiliation: American Society for Training and Development, Inc.

ATEA Newsletter
North Dakota State School of Science
Wahpeton, ND 58075

Editor: Odin Statrud
Frequency: bimonthly
Cost: $7.50 to members
Began: 1928
Affiliation: American Technical Education Association

AVA Membergram
1510 H Street, N.W.
Washington, D.C. 20005
Editor: Dean Griffin
Frequency: quarterly
Cost: free to members
Began: 1970
Affiliation: American Vocational Association

CACO (Clusters Approach to Career Orientation) *Newsletter*
2nd floor, Price House
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
Editor: Shirley Gerken
Frequency: quarterly
Began: 1974
Cost: free
Affiliation: VPI & SU with Virginia Department of Education

CADRE (Career, Achievement, Development, Responsibility, Exploration)
Kennedy Center
734 Schuylkill Avenue
Philadelphia, PA 19146
Editor: Phyllis Rieger
Frequency: seven per year
Cost: free
Began: 1974
Affiliation: School District of Philadelphia

Canadian Vocational Journal
Suite 608, 251 Bank Street
Ottawa, Ontario K2P 1X3, Canada
Editor: Peter Findlay
Frequency: quarterly
Cost: $4 per year
Began: 1965
Affiliation: Canadian Vocational Association

Career Action
Iowa Career Education Advisory Council
1209 E. Court, Room 304
Executive Hills
Des Moines, IA 50319
Editor: Mary Ann Riley
Frequency: four-seven per year
Cost: free
Began: 1974
Affiliation: Iowa Career Education Advisory Council

Career Development News
Toledo Public Schools
Manhattan and Elm
Toledo, OH 43611
Editor: Mrs. Jama Roman
Frequency: bimonthly
Cost: free
Began: 1973
Affiliation: Career Development Program, Toledo Public Schools

Career Digest
1201-1209 S. Greenlawn
South Bend, IN 46615
Editor: Maree B. Zawoysky
Frequency: monthly
Cost: free
Began: 1970
Affiliation: Indiana Career Resource Center

Career Education Digest
3303 Harbor Blvd., Suite H6
Costa Mesa, CA 92626
Editor: Wiley Westerfield
Frequency: six per year
Cost: $7.50 per year
Began: 1973
Affiliation: Educational Properties, Inc.

Career Education Exchange
Akron Public Schools
65 Stiener Avenue
Akron, OH 44301
Editor: Diane Greene
Frequency: monthly
Cost: free
Began: 1972
Affiliation: Arkon Career Education Programs

Career Education in Action
815 N. Ella Street
Orrville, OH 44667
Editor: Howard E. Wade
Frequency: quarterly
Cost: free
Affiliation: Orrville City Schools

Career Education News
230 W. Monroe Street
Chicago, IL 60606

Editor: Elaine Falk Katz
Frequency: twice monthly except once in Jul and Aug
Cost: $50 per year
Began: 1972
Affiliation: McGraw-Hill Institutional Publications

Career Education Newsletter
P. O. Box 269
Covina, CA 91723

Editor: Mrs. Marty Evans
Frequency: monthly during school year
Cost: $2.00 per year
Began: 1973
Affiliation: Covina-Valley Unified School District

Career Education Newsletter
601 N. Colorado Avenue
Haxton, CO 80731

Editor: Al Renzelman
Frequency: monthly
Cost: free to Coloradans; $1.00 others
Began: 1973
Affiliation: N.E. Colorado Board of Cooperative Educational Services

Career Education Newsletter
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Editor: James L. Navara
Frequency: monthly
Cost: free
Began: 1973
Affiliation: State Fair Community College

Career Education Newsletter
Cashmere, Pshastin-Dryden
Cashmere, WA 98815

Editor: Bernadette Griffith
Frequency: six during school year
Cost: free
Began: 1972
Affiliation: Career Education Project

Career Education Workshop
Parker Publishing Company, Inc.
West Nyack, NY 10994

Editor: Muriel Schoebrun Karlin
Frequency: monthly except Jul and Aug
Cost: $36 per year
Began: 1975
Affiliation: Parker Publishing Company

Career World
501 Lake Forest Avenue
Highwood, IL 60040

Editor: Whayne Dillehay
Frequency: monthly, Sep-May
Cost: $7 per year (discounts for multiple copies)
Began: 1972
Affiliation: Bernard Berkin

Careerism Newsletter
Box 3660
Rochester, NY 14609

Editor: R. A. Fowler
Frequency: 30 per year
Cost: $30 per year
Began: 1971
Affiliation: WWWWW/Information Services, Inc.

Center Critiques
Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, IL 62777

Editor: Rebecca Douglass
Frequency: quarterly
Cost: free
Began: 1973
Affiliation: Illinois Dept. of Adult, Vocational, and Technical Education

Centergram
Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Editor: Wayne E. Schroeder
Frequency: monthly
Cost: free
Began: 1966
Affiliation: The Center for Vocational Education

CEPAL Newsletter
P. O. Box 970
Cortez, CO 81321

Editor: Dan Petro
Frequency: monthly
Cost: free
Began: 1975
Affiliation: San Juan Basin Area V-T School

CE-VIEW Newsletter
University of South Dakota/Springfield
Springfield, SD 57062

Editors: Bill Anderson and Carl Ritenour
Frequency: quarterly
Cost: free
Began: 1974
Affiliation: Division of Vocational Education

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, Suite 410
Washington, D.C. 20036

Editor: William A. Harper
Frequency: eight per year
Cost: $7.00 per year
Began: 1930
Affiliation: American Association of Community and Junior Colleges

Counseling and Human Development Newsletter
315 Social Science Bldg.
Pennsylvania State University
University Park, PA 16802

Editor: John J. Horan
Frequency: two-three per year
Cost: free to members
Began: 1973
Affiliation: Division E, American Educational Research Association

Counselor Education and Supervision
Association for Counselor Education and Supervision
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Editor: Chris D. Kehas
Frequency: quarterly
Cost: $4.50 members; $6.50 nonmembers
Affiliation: American Personnel and Guidance Association

Counselor's Information Service
B'nai B'rith Career & Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Editor: S. Norman Feingold
Frequency: quarterly
Cost $9 per year
Began: 1945
Affiliation: B'nai B'rith Career & Counseling Services

CVA Communique
Suite 608, 251 Bank Street
Ottawa, Ontario K2P 1X3, Canada

Editor: Peter Findlay
Frequency: quarterly
Cost: free to members
Began: 1965
Affiliation: Canadian Vocational Association

Directions
Vermont Department of Education
State Office Building
Montpelier, VT 05602

Editors: career education coordinators
Frequency: six per year
Cost: free
Began: 1972
Affiliation: State Department of Education

EEO Report
IFM Building
Old Saybrook, CT 06475

Editor: in-house
Frequency: monthly
Cost: $48 per year
Affiliation: Institute for Management

Elementary School Guidance and Counseling
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Editor: Robert D. Myrick
Frequency: quarterly
Cost: $6 to members; $8 to nonmembers
Began: 1966
Affiliation: American School Counselor Association

The Exchange
237 Wolcott Street
Bristol, CT 06010

Editor: Robert J. Edmondson
Frequency: twice a month
Cost: free
Began: 1973
Affiliation: Bristol Career Education Center

EXPO
P.O. Box 545
Newton, KS 67114

Editor: Mary Kosier
Frequency: quarterly
Cost: free within Kansas
Began: 1974
Affiliation: Central Kansas Area Vocational School

Florida Vocational Journal
Career Education Center
Florida State University
Room 611 Johnston Building
415 North Monroe
Tallahassee, FL 32301

Editor: Suzanne Bachman
Frequency: 10 per year
Cost: $5.00
Began: 1975
Affiliation: State of Florida

Focus on Career Education
720 Santa Barbara Street
Santa Barbara, CA 93101

Editor: Charles C. Brady
Frequency: irregular
Cost: free
Began: 1973
Affiliation: Santa Barbara High School District

The Generator
College of Education
University of Rochester
Rochester, NY 14627

Editor: William L. Boyd
Frequency: three per year
Cost: free to members
Began: 1970
Affiliation: Division G, American Educational Research Association

Guidepost
1607 New Hampshire Avenue, NW
Washington, DC 20009

Editor: Alice Fins
Frequency: biweekly
Cost: $10 per year
Began: 1960
Affiliation: American Personnel and Guidance Association

ICE (Implementing Career Education)
1517 South Theresa Avenue
St. Louis, MO 63104

Editor: Joseph Clark
Frequency: quarterly
Cost: free
Began: 1975
Affiliation: Career Education, St. Louis Public Schools

Illinois Career Education Journal
Division of Vocational and Technical Education
100 North First Street
Springfield, IL 62777

Editor: Rebecca S. Douglass
Frequency: quarterly
Cost: free
Began: 1944 (as Illinois Vocational Progress)
Affiliation: Illinois Office of Education

Industrial and Labor Relations Review
New York State School of Industrial and Labor Relations
Cornell University
Ithaca, NY 14853

Editor: David B. Lipsky
Frequency: quarterly
Cost: $12.00 per year
Began: 1947
Affiliation: New York State School of Industrial and Labor Relations

Industry-Education Coordination and Career Education News
Board of Cooperative Educational Services
P.O. Box 1450
Upper Glenwood Road
Binghamton, NY 13902

Editor: Earle S. Spaar
Frequency: monthly
Cost: free
Began: 1973
Affiliation. B.O.C.E.S. Office of Industry-Education Coordination

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Editor: Francis E. Burtnett
Frequency: monthly, except Jun and Jul
Cost: $15 members; $25 nonmembers
Affiliation: American Personnel and Guidance Association

Inside Career Education
Springfield City Schools
49 E. College Avenue
Springfield, OH 45501
Editor: Alice Wolf
Frequency: four-six per school year
Cost: free
Began: 1972
Affiliation: Springfield Career Development Program

Journal of Career Education
103 Industrial Education Building
University of Missouri
Columbia, MO 65201
Editor: H. C. Kazanas
Frequency: quarterly
Cost: $8 per year
Began: 1972
Affiliation: College of Education, University of Missouri

Journal of College Placement
P.O. Box 2263
Bethlehem, PA 18001
Editor: Warren E. Kauffman
Frequency: four per college year
Cost: $35 (includes another publication)
Began: 1941
Affiliation: College Placement Council

Journal of Non-White Concerns
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Editor: Maggie D. Martin
Frequency: quarterly
Cost: $10 per year
Affiliation: American Personnel and Guidance Association

Journal of Special Education
111 Fifth Avenue
New York, NY 10003
Editor: Lester Mann
Frequency: quarterly
Cost: $18.50
Began: 1966
Affiliation: Grune & Stratton, Inc.

The Key to What's Happening in Career Education
Raleigh County Schools
105 Adair Street
Beckley, WV 25801
Editor: Mary Louise Klaus
Frequency: quarterly
Cost: free
Began: 1974
Affiliation: Career Education, Raleigh County

Labour Education
International Labour Office
Worker's Education Branch
1211 Geneva 22, Switzerland
Editor: J.R.W. Whitehouse
Cost: free
Began: 1964
Affiliation: International Labour Organisation

Lafayette Career Education News
P.O. Box 2158
Lafayette, LA 70502
Editor: Louisa H. Robinson
Frequency: quarterly
Cost: free
Began: 1973
Affiliation: Lafayette Parish School Board

Lo Que Pasa
Penasco Careers Education Process
Penasco Independent School District #4
Box 318
Penasco, NM 87553
Editor: Paul Shelford, Jr.
Frequency: monthly
Cost: free
Began: 1974
Affiliation: Penasco Careers Education Process

Man/Society/Technology
1201 16th Street, N.W.
Washington, D.C. 20036
Editor: Esther Ann Goldring
Frequency: eight per year
Cost: $9 per year
Began: 1942
Affiliation: American Industrial Arts Association

The Monitor
1201 16th Street, N.W.
Washington, D.C. 20036
Editor: Esther Ann Goldring
Frequency: quarterly
Cost: $9 per year
Began: 1942
Affiliation: American Industrial Arts Association

Monthly Labor Review
441 G Street, NW
Washington, DC 20212
Editor: Enry Lowenstern
Frequency: monthly
Cost: $22.35 per year
Began: 1915
Affiliation: Bureau of Labor Statistics

NATIE News Notes
P.O. Box 545
Falls Church, VA 22046
Editor: S. E. Baker
Frequency: six per year
Cost: free to members
Began: 1973
Affiliation: National Association for Trade and Industrial Education

National Model IV
P.O. Box 3078
Glasgow AFB, MT 59231
Editor: Jim Lay
Frequency: bimonthly
Cost: free
Began: 1974
Affiliation: Mountain-Plains Education & Economic Development Program, Inc.

New Human Services Review
New Human Services Institute
184 Fifth Avenue
New York, NY 10010
Editor: Alan Gartner
Frequency: bimonthly
Cost: $9 individuals; $15 institutions
Began: 1974
Affiliation: Behavioral Publications

NVGA Newsletter
1607 New Hampshire Avenue, NW
Washington, DC 20009
Editor: Juliet V. Miller
Frequency: four per year
Cost: free to members
Affiliation: National Vocational Guidance Association

Occupational Outlook Quarterly
Room 2028, GAO Building
Washington, DC 20212
Editor: Melvin C. Fountain
Frequency: four per year
Cost: $5.40 per year
Began: 1957
Affiliation: Bureau of Labor Statistics

The Personnel and Guidance Journal
1607 New Hampshire Avenue, NW
Washington, DC 20009
Editor: Derald Wing Sue
Frequency: 10 per year
Cost: $20 per year
Began: 1922
Affiliation: American Personnel and Guidance Association

Personnel Journal
1131 Olympic Boulevard
Santa Monica, CA 90404
Editor: Lisa Hartzell
Frequency: monthly
Cost: $16 per year
Began: 1921
Affiliation: The Personnel Journal, Inc.

Research Coordinating Unit Newsletter
New York State Education Department
Bureau of Occupational Education Research
Albany, NY 12234

Editor: Benita Stambler
Frequency: monthly
Cost: free to New York State educators
Began: 1969
Affiliation: Bureau of Occupational Education Research

SCENews (Somersworth Career Education)
Somersworth High School
Memorial Drive
Somersworth, NH 03878

Editor: Susan E. Klaiber
Frequency: six-eight per school year
Cost: free
Began: 1973
Affiliation: Somersworth Career Education

The School Counselor
1607 New Hampshire Avenue, NW
Washington, DC 20009

Editor: Marguerite R. Carroll
Frequency: five per year
Cost: $9.00 members; $12.50 nonmembers
Affiliation: American Personnel and Guidance Association

The School Guidance Worker
Guidance Centre
Faculty of Education, University of Toronto
1000 Yonge Street
Toronto, Ontario M4W 2K8, Canada

Editor: C.L. Bedal
Frequency: six per year
Cost: $7.50 per year
Began: 1945
Affiliation: University of Toronto

Sociology of Work and Occupations
275 S. Beverly Drive
Beverly Hills, CA 90212

Editor: Rue Bucher
Frequency: quarterly
Cost: $12 individuals; $10 students, $20 institutions
Began: 1974
Affiliation: Sage Publications, Inc.

The Solution
Career Education Office and Resource Center
Hays USD #489
230 W. 11th
Hays, KS 67601

Editor: Ernie Honas
Frequency: every six weeks, Sep-May
Cost: free
Began: 1974
Affiliation: Hays Unified School District #489

Spectrum '76
Guidance Centre
Faculty of Education, University of Toronto
1000 Yonge Street
Toronto, Ontario M4W 2K8, Canada

Editors: Daryl Cook, Nancy Davies, Muriel Peck
Frequency: annual
Cost: $2.25
Began: 1972
Affiliation: University of Toronto

Technical Education News
1221 Avenue of the Americas
New York, NY 10020

Editor: Susan S. Schrumpf
Frequency: four per school year
Cost: free
Began: 1941
Affiliation: Gregg Division, McGraw-Hill Book Co.

The Third Dimension
Council Rock School District
Administrative Offices
Twining Ford Road
Richboro, PA 19854

Editor: Katherine O. Ludes
Frequency: quarterly during school year
Cost: free
Began: 1975
Affiliation: Council Rock School District

Training and Development Journal
P.O. Box 5307
Madison, WI 53705

Editor: Michael H. Cook
Frequency: monthly
Cost: $20 per year
Began: 1947
Affiliation: American Society for Training and Development

Training Magazine
One Park Avenue
New York, NY 10016
Editor: Harold Littledale
Frequency: monthly
Cost: $12 per year
Began: 1964
Affiliation: Ziff-Davis Publishing Co.

Vocational Education Professional Development Communicator
P.O. Box 5096
North Carolina State University
Raleigh, NC 27607
Editor: J. K. Coster
Frequency: irregular
Cost: free
Began: 1975
Affiliation: Center for Occupational Education

Vocational Guidance Quarterly
1607 New Hampshire Avenue, NW
Washington, DC 20009
Editor: Daniel Sinick
Frequency: quarterly
Cost: $10 per year
Began: 1952
Affiliation: National Vocational Guidance Association

WACOP Newsletter
6836 N. 58th Drive
Glendale, AZ 85301
Editor: Ruth Catalano
Frequency: three per year
Cost: free
Began: 1971
Affiliation: Westside Area Career Occupation Project

Washington Counseletter
Chronicle Guidance Publications
Moravia, NY 13118
Editor: Joseph Barber
Frequency: monthly, Sep-Apr
Cost: $11 per year
Began: 1962
Affiliation: Chronicle Guidance Publications, Inc.

Worklife
Room 10414
601 D Street, NW
Washington, DC 20213
Editor: Walter Wood
Frequency: monthly
Cost: $15.30
Began: 1969
Affiliation: The Employment and Training Administration, U.S. Department of Labor

V.B: Publishers

Among the organizational resources available in career education, subsection V.B lists publishers. Citations include name and address of principal publishers of career education literature and materials.

Abt Publications
55 Wheeler Street
Cambridge, MA 02138

Addison-Wesley Publishing Co., Inc.
Reading, MA 01867

American Book Company
Litton Industries
450 W. 33rd Street
New York, NY 10001

American Technical Society
5608 Stony Island Avenue
Chicago, IL 60637

Appleton-Century-Crofts
440 Park Avenue, South
New York, NY 10016

Auto Book Press
Box 711
San Marcos, CA 92069

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Bellman Publishing Company
P.O. Box 164
Arlington, MD 02174

Chas. A. Bennett Co., Inc.
809 W. Detweiller Drive
Peoria, IL 61614

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46268

Cahners Books, Inc.
Cahners Building
221 Columbus Avenue
Boston, MA 02116

Careers, Inc.
Guidance Publishing
P.O. Box 135
Largo, FL 33540

Carroll Press
43 Squantum Street
Cranston, RI 02920

Chronicle Guidance Publications
Moravia, NY 13118

College Entrance Examination Board
888 Seventh Avenue
New York, NY 10019

Delmar Publishers
Mountainview Avenue
Albany, NY 12205

Dodd, Mead & Co.
79 Madison Avenue
New York, NY 10016

Doubleday & Co., Inc.
Garden City, NY 11530

E. P. Dutton
201 Park Avenue, South
New York, NY 10003

ECCA Publications, Inc.
1629 K Street, NW, Suite 520
Washington, DC 20006

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, IL 60607

General Learning Press
250 James Street
Morristown, NJ 07960

Grune and Stratton Publishing
111 Fifth Avenue
New York, NY 10003

The Gryphon Press
220 Montgomery Street
Highland Park, NJ 08904

Harcourt, Brace, and Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row, Publishers
10 E. 53rd Street
New York, NY 10022

D. C. Heath & Company
125 Spring Street
Lexington, MA 02173

Herder & Herder, Inc.
The Seabury Press
815 Second Avenue
New York, NY 10017

Holt, Rinehart & Winston
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Co.
2 Park Street
Boston, MA 02107

Industrial Press, Inc.
200 Madison Avenue
New York, NY 10016

Institute for Research on Human Resources
Pennsylvania State University
407 Kerr Graduate Building
University Park, PA 16802

The Interstate Printers & Publishers, Inc.
19 N. Jackson Street
Danville, IL 61832

H. C. Johnson Press, Inc.
Vocational Education Division
P.O. Box 4156
Rockford, IL 61110

Charles A. Jones Publishing Co.
4 Village Green, SE
Worthington, OH 43085

Learning Systems, Inc.
1818 Ridge Road
Homewood, IL 60430

Love Publishing Co.
6635 East Villanova Place
Denver, CO 80222

Macmillan Information
866 Third Avenue
New York, NY 10022

McCutchan Publishing Corp.
2526 Grove Street
Berkeley, CA 94704

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

McKnight & McKnight Publishing Company
Bloomington, IL 61701

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Julian Messner
Div. of Simon and Schuster
1 West 39th Street
New York, NY 10018

The M.I.T. Press
28 Carleton Street
Cambridge, MA 02142

MSS Information Corporation
655 Madison Avenue
New York, NY 10021

Olympus Publishing Company
937 East Ninth Street So.
Salt Lake City, UT 84105

Oxford Book Company
11 Park Place
New York, NY 10007

Pendell Publishing Company
P.O. Box 1666
Midland, MI 48640

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Quadrangle/New York Times Book Company
10 E. 53rd Street
New York, NY 10022

Random House, Inc.
201 East 50th Street
New York, NY 10022

Sage Publications, Inc.
275 S. Beverly Drive
Beverly Hills, CA 90212

Howard W. Sams & Co.
4300 W. 62nd Street
Indianapolis, IN 46268

Schenkman Publishing Co.
3 Mt. Auburn Place
Harvard Square
Boston, MA 02138

Science Research Associates
259 E. Erie Street
Chicago, IL 60611

Scott, Foresman & Co.
1900 E. Lake Avenue
Glenview, IL 60025

Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Taylor Publishing Company
Box 1392
San Angelo, TX 76901

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Charles C Thomas, Publisher
301-27 E. Lawrence Avenue
Springfield, IL 62717

Henry Z. Walck, Inc.
Div., David McKay, Inc.
750 Third Avenue
New York, NY 10017

Watson-Guptill Publications
Div., Billboard Publications, Inc.
1 Astor Plaza
New York, NY 10036

H. W. Wilson Company
950 University Avenue
Bronx, NY 10452

World Trade Academy Press
50 E. 42nd Street
New York, NY 10017

V.C: Research Centers

Among the organizational resources available in career education, subsection V.C presents research centers.

Citations include name, address, contact persons, and services for the principal information and resource centers in career education.

THE AMERICAN COLLEGE TESTING PROGRAM

P.O. Box 168
Iowa City, IA 52240

Contact: Bob Elliott
Phone: (319) 356-3740

Services:
- Consultation in the field
- Consultation at office
- Library collection
- ERIC microfiche collection
- ERIC index collection

Development and administration of guidance-oriented assessment programs, systems development, and administrative services for education and government agencies. Field staff in 13 regional offices. Large document collection in education and psychology. Program, professional, and research publications.

APPALACHIAN ADULT EDUCATION CENTER

U.P.O. 1353
Morehead State University
Morehead, KY 40351

Contact: George W. Eyster
Phone: (606) 783-3111

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

Services for adult educators and administrators. Appalachian data related to adult basic education demonstration and research activities. Publications.

APPALACHIAN EDUCATIONAL LABORATORY, INC.

P.O. Box 1348
Charleston, WV 25325

Contact: Terry L. Eidell
Phone: (304) 344-8371

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection
- ERIC microfiche collection

Services to State and local education agencies. Complete design, development, implementation, and evaluation services.

B'NAI B'RITH CAREER AND COUNSELING SERVICE

1640 Rhode Island Avenue, NW
Washington, DC 20036

Contact: S. Norman Feingold
Phone: (202) 393-5284

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection

Collection of data on occupations, careers, and guidance. Small collection of books, pamphlets, and journals. Publications on opportunities for minorities and adult career education. Quarterly annotated bibliography on current literature on educational and vocational guidance.

CAREER DEVELOPMENT CENTER

University of Northern Colorado
Vocational Education Department
Greeley, CO 80631

Contact: Louise J. Keller
Phone: (303) 351-2072

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection

Research in career education and vocational teacher education in Colorado. Guidance, curriculum development, and information dissemination provided.

CAREER EDUCATION CENTER

Florida State University
415 N. Monroe Street, #618
Tallahassee, FL 32301

Contact: Margaret Winkler
Phone: (904) 644-2440

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- ERIC microfiche collection
- ERIC index collection

Services to Florida educators. Collection of books, Learning Activity Packages, journals, media, curriculum guides. Periodicals and other publications issued.

CEDIS (Career Education Dissemination Services)

Massachusetts Center for Occupational Education
2 Sun Life Executive Park
Wellesley Hills, MA 02181

Contact: Norman Oppenheim
Phone: (617) 235-7020

Services:
- Library collection
- ERIC microfiche collection
- ERIC index collection

Education services for Massachusetts educators. Small collection in career and vocational education. Quarterly citation listings and annotated bibliographies published. Workshops held.

CENTER FOR CAREER DEVELOPMENT AND OCCUPATIONAL PREPARATION

College of Education
Texas A & M University
College Station, TX 77843

Contact: Christopher Borman
Phone: (713) 845-2436

Services:
- Consultation in the field
- Consultation at office
- Referral

Local school districts, education service centers, universities, and other educational organizations served with research, development, dissemination, and evaluation in career development and occupational preparation.

CENTER FOR OCCUPATIONAL EDUCATION

North Carolina State University
P.O. Box 5096
Raleigh, NC 27607

Contact: John K. Coster

Mission is the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education.

CENTER FOR VOCATIONAL EDUCATION

The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Contact: Robert E. Taylor
Phone: (614) 486-3655

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- ERIC microfiche collection
- ERIC index collection

Vocational, technical, and career education, vocational guidance, staff development. *Abstracts of Instructional and Research Materials in Vocational Education (AIM/ARM)* and monographs published. Leadership development seminars and career education miniconferences held.

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218

Contact: J. H. Hollifield
Phone: (310) 366-3582

Services:
- Consultation in the field
- Consultation at office

Workshops on use of Holland's theory of careers and the self-directed search held. Research on organizational structures for schools, assessment of psychosocial maturity, and assembling of vocational behavior assessment devices.

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION

321 Education Building
University of Wisconsin-Madison
Madison, WI 53706

Contact: Merle E. Strong
Phone: (608) 263-2714

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

Research, development, and service organization for career and vocational educators in Wisconsin and the nation. Focuses on analysis of need and target groups, institutional organization, instructional content and methodology, labor market needs, manpower policy, and other factors.

CENTER FOR VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

University of Wisconsin-Stout
Menomonie, WI 54751

Contact: Harold Halfin
Phone: (715) 232-2482

Services:
- Consultation in the field
- Consultation at office
- Library collection

Curriculum development in vocational and occupational education, especially in Wisconsin. Development of applied research in career education programs coordinated.

EDUCATIONAL TESTING SERVICE

Princeton, NJ 08540

Contact: R. Moultrop
Phone: (609) 921-9000

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

Schools, colleges, government, industry, the professions served in testing, research, and advisory capacities. Seven regional offices. The Carl Campbell Brigham Library of 15,000 volumes in psychology, education, statistics and related areas available to scholars. ERIC Clearinghouse on Tests, Measurement, and Evaluation.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

1855 Folsom Street
San Francisco, CA 94103

Contact: R. M. Peterson
Phone: (415) 565-3125

Services:
- Consultation in the field
- Consultation at office
- Library collection

Local and state education agencies served through educational research, development, diffusion, evaluation, and technical assistance by a staff of 200. Multimedia studio, computer facilities, meeting rooms, printing shop, professional library. Recent work in experience-based career education.

INDIANA CAREER RESOURCE CENTER

Penn-Harris-Madison School Corp.
1209 S. Greenlawn
South Bend, IN 46615

Contact: Gerald Dudley
Phone: (219) 289-2851

Services:
- Consultation in the field
- Consultation at office
- Library collection

A library collection of printed and audiovisual materials available for short-term loan to Indiana educators. Annotated catalog of resources available.

INDUSTRIAL RELATIONS RESEARCH INSTITUTE

University of Wisconsin-Madison
4226 Social Science Building
Madison, WI 53706

Contact: Richard Miller
Phone: (608) 262-1882

Research in labor and industrial relations, vocational education, employment, labor markets, and industrial society.

INSTITUTE FOR SOCIAL RESEARCH

University of Michigan
426 Thompson Street, Box 1248
Ann Arbor, MI 48106

Contact: Douglas Truax
Phone: (313) 764-8378

Services:
- Consultation in the field
- Data collection

Research conducted within four centers: Survey Research Center, Research Center for Group Dynamics, Center for Research on Utilization of Scientific Knowledge, and Center for Political Studies. Data tapes from many Institute studies may be purchased.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Education Commission of the States
1860 Lincoln, Suite 700
Denver, CO 80203

Contact: Theodore B. Pratt
Phone: (303) 893-5200

Services:
- Consultation in the field
- Consultation at office
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

Educational achievement data collected on a nationwide basis through periodic census-like surveys on four age levels of young Americans. These data available to education policy-makers and practitioners in monographs and as data tapes.

NATIONAL CAREER INFORMATION CENTER

American Personnel and Guidance Association
1607 New Hampshire Avenue, NW
Washington, DC 20009

Contact: Frank Burtnett
Phone: (202) 483-4633

Purpose is to keep the practicing counselor fully informed about resources, tools, and techniques in career guidance. Newsletter and series of career resource bibliographies published monthly.

NATIONAL OCCUPATIONAL INFORMATION SERVICE

Patrick Henry Building
601 D Street, NW
Washington, DC 20213
Contact: Jerry Smith
Phone: (202) 376-6549

Services:
- Consultation in the field
- Consultation at office
- Referral
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

A division of the Department of Labor's Employment and Training Administration. Refers requests for occupational and labor market information to appropriate government agencies. Grantee programs served.

NEW JERSEY OCCUPATIONAL RESOURCE CENTER

Building 871, NJJCC
Plainfield Avenue
Edison, NJ 08817
Contact: Edwin York
Phone: (609) 292-5542; (201) 985-7929

Services:
- Library collection
- Data collection
- ERIC microfiche collection
- ERIC index collection

Large collection of publications, microfiche, periodicals, doctoral dissertations, and multimedia software available on loan to New Jersey educators. Tours, workshops, displays, speakers can be arranged.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

710 S.W. Second Avenue
Portland, OR 97204
Contact: Tom Olson
Phone: (503) 248-6804

Services:
- Consultation in the field
- Library collection

Purpose to assist in improving educational programs and processes by developing and disseminating educational products, conducting research, providing technical assistance, evaluating programs and projects, training, and serving as an information resource. Maintains five field offices.

OCCUPATIONAL OUTLOOK SERVICE

Bureau of Labor Statistics
U.S. Department of Labor
Washington, DC 20212
Contact: Melvin C. Fountain
Phone: (202) 523-1386

Services:
- Data collection

A number of bulletins, handbooks, periodicals, and leaflets on occupational outlook published through eight regional offices.

OFFICE OF MANPOWER STUDIES

Purdue University, SCC-A
West Lafayette, IN 47907

Contact: J. P. Lisack
Phone: (317) 494-8579

Services:
- Consultation in the field
- Consultation at office

Research, data, and document collection in occupational trends, manpower requirements, training. Data on high school seniors from four classes of 750,000 each. Working on career education closed-circuit TV project for Indiana audiences. Publications.

RESEARCH FOR BETTER SCHOOLS

1700 Market Street, Suite 1700
Philadelphia, PA 19103

Contact: Robert G. Scanlon
Phone (215) 561-4100

Services:
- Consultation in the field
- Referral
- Library collection

Individualized learning programs in elementary school, adult education, and experience-based career education developed, field tested, and disseminated.

RUSSELL SAGE FOUNDATION

230 Park Avenue
New York, NY 10017

Contact: Hugh F. Cline, President
Phone: (212) 689-6622

Dedicated to the improvement of social and living conditions in the United States.

V.D: Information Systems

Among the organizational resources available in career education, subsection V.D focuses on information systems.

The citations which follow include name, publisher, address, sponsor, frequency and cost for the principal information systems in career education.

Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM)

Published by: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210

Sponsored by: Bureau of Occupational and Adult Education, U.S. Office of Education

Frequency: Published bimonthly with an annual subject and author index

Cost: $34 per year, including annual index

Note: Beginning with volume 8, number 5, many AIM/ARM documents are available individually in microfiche and/or hard copy from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Cross-reference lists of order numbers are supplied in later issues of AIM/ARM.

Documents not available individually are available as microfiche sets. They are also available from the ERIC Document Reproduction Service. Order numbers and prices are listed in the back of AIM/ARM volumes.

Business Periodicals Index

Published by: H. W. Wilson Company, 950 University Avenue, Bronx, NY 10452

Frequency: Annual (August to July)

Cost: Sold as institutional subscription with rates depending upon the periodical holdings of the institution. Subscribers vote to select the periodicals to be indexed.

Note: Subjects covered are accounting, advertising and public relations, automation, banking, communications, economics, finance and investments, insurance, labor, management, marketing, taxation, and specific businesses, industries, and trades.

Career education topics can be found under subject headings such as job analysis, occupations, vocational guidance, and vocational education.

Current Index to Journals in Education (CIJE)

Published by: Macmillan Information, A Division of Macmillan Publishing Company, Inc., 866 Third Avenue, New York, NY 10022

Sponsored by:	Educational Resources Information Center (ERIC), National Institute of Education, U.S. Department of Health, Education, and Welfare
Frequency:	Monthly, with 2 semiannual cumulations
Cost:	$50.00 per year; $40.00 semiannual cumulative indexes
Note:	The ERIC data base, including CIJE and *Resources in Education* (RIE), is available on magnetic tape in a variety of formats from Operations Research, Inc., 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014. The Thesaurus of ERIC Descriptors, an essential tool for users of CIJE, is available from Macmillan Information, 216R Brown Street, Riverside, NJ 08075, $6.95. Computer searches of the ERIC data base on topics in career education are available through the ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115, $5.00. Citations for an unlimited number of items and abstracts for 75 CIJE items and 75 RIE items are generated. Allow three weeks delivery.

Dissertation Abstracts International

Published by:	Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106
Frequency:	Monthly in two sections, cumulative annual author indexes
Cost:	Section A (Humanities) and Section B (Sciences), and cumulative author index, $175.00 per year; Section A only OR Section B only, with cumulative author index, $105
Note:	Compiled of abstracts of doctoral dissertations from more than 350 cooperating institutions in the United States and Canada. Copies of dissertations are available in microfilm or Xerographic reproduction. Order from Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106. Datrix II, a computerized information retrieval system using keywords, generates bibliographic citations arranged chronologically from the Dissertation Abstracts data base. Costs average $.10 per title.

Education Index

Published by:	H. W. Wilson Co., 950 University Avenue, Bronx, NY 10452
Frequency:	Monthly except July and August, with an annual cumulative index
Cost:	$26 per year, including index; subscribers belong to cooperative indexing service and vote to select titles for indexing

Government Reports Announcements & Index

Published by: National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, VA 22161

Frequency: Every two weeks

Cost: $125 per year

Note: A central source for the sale of government-sponsored research, development, and engineering reports. Products available as paper copy or microfiche.

SRIM (Selected Research in Microfiche) is a standing order service customized to highly selective fields of interest which provides full texts of reports.

The NTIS Bibliographic Data File on magnetic tape is available for lease.

Weekly Government Abstracts (WGA) comprise weekly newsletters in 24 categories. Abstracts appear within two to three weeks of their issuance.

Manpower Research and Development Projects

Published by: Manpower Administration, Office of Manpower Research and Development, U.S. Department of Labor, Washington, DC 20213

Frequency: Annual

Note: The book lists projects completed during the fiscal year. Arrangements have been made for sale of the reports through National Technical Information Service, Springfield, VA 22151; Government Printing Office, Washington, DC 20402; or the Manpower Administration, Washington, DC 20213. Copies of the full reports are available for inspection in the Manpower Administration's Office of Manpower Research and Development.

Masters Abstracts

Published by: Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106

Frequency: Quarterly

Note: The counterpart to *Dissertation Abstracts International*, this publication is sold on a subscription basis. At present, approximately 40 institutions participate in the program.

Psychological Abstracts

Published by: American Psychological Association, Inc., 1200 Seventeenth Street, NW, Washington, DC 20036

Frequency: Monthly, with 2 bound index volumes per year

Cost: $190 per year, including indexes

Note: Psychological abstracts since 1967 are available on machine-readable tapes which provide the basis for an automated search and retrieval service known as PAIS (Psychological Abstracts Information Service).

PASAR (Psychological Abstracts Search and Retrieval) provides the individual researcher with information on a particular topic as published in *Psychological Abstracts* since 1967.

PATELL (Psychological Abstracts Tape Edition in Lease or License) provides computer tapes of all *Psychological Abstracts* records since 1967 for use on the institution's computer.

PADAT (Psychological Abstracts Direct Access Terminal) provides information across many data bases through hookup with several national and international information retrieval services.

Resources in Education (RIE)

Published by:	Educational Resources Information Center (ERIC), National Institute of Education, U.S. Department of Health, Education, and Welfare (Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402)
Frequency:	Monthly with two semiannual cumulations sold separately
Cost:	$42.70 per year; $3.60 single copy; $9.00 semiannal index
Note:	All documents cited, except as noted, are available from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Prices are based upon page count and may be computed using the price schedule in the front of each issue. The ERIC data base (including RIE and *Current Index to Journals in Education*) is available on magnetic tape in a variety of formats from Operations Research, Inc., 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014. The Thesaurus of ERIC Descriptors, an essential tool for users of RIE, is available from Macmillan Information, 216R Brown Street, Riverside, NJ 08075, $6.95. Computer searches of the ERIC data base on topics in career education are available through the ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115, $5.00. Citations for an unlimited number of items and abstracts for up to 75 RIE items and 75 CIJE items are generated. Allow three weeks delivery.

Sociological Abstracts

Published by:	Sociological Abstracts, Inc., P.O. Box 22206, San Diego, CA 92122
Cosponsors:	American Sociological Association; Eastern Sociological Association; International Sociological Association; Midwest Sociological Society

Frequency: Five issues per year (April, June, August, October, and December)

Cost: $120 per year; $30 single issue; $36 cumulative annual index

State Education Journal Index

Published by: L. Stanley Ratliff, P.O. Box 244, Westminster, CO 80030

Frequency: Semiannually (February and July)

Cost: $45 per year

T & D Publications (formerly *CIRF Abstracts*)

Published by: International Labour Office, CH-1211, Geneva 22, Switzerland

Frequency: Bimonthly

Cost: $10 per year

Note: Looseleaf mailers consist of a "news in brief" section and sections of lengthy abstracts in English, drawn from international sources.

V.E: Associations

Among the organizational resources available in career education, subsection V.E gathers together information on associations.

Citations include name, address, executive officer, size, staff, types of members, meetings, publications, services, and notes for each of the principal professional associations in the field of career education.

ADULT EDUCATION ASSOCIATION OF THE U.S.A. (AEA/USA)
810 Eighteenth Street, NW
Washington, DC 20006
Executive Officer: Charles B. Wood
Phone: (202) 347-9574
Members: 7,200
Staff: 7
Type of members: Educational practitioners, educational administrators, government personnel, business persons, students, others
Meetings: Annual, 1976—Nov 18-23, New York City; 1977—Nov 1-4, Detroit; 1978—Portland; 1979—Boston; 1980—St. Louis
Publications:
Adult Leadership, monthly except July and August, $13
Adult Education, quarterly, $11
AEA Dateline, eight per year, $7
Services:
Consultation in the field
Consultation at headquarters
Referral
Data collection
Government liaison
Notes:
Purpose is to further the concept of education as a process continuing throughout life. There are nineteen special interest sections. Special project workshops, commissions, and publications are used to further the organization's goals.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 North Moore Street
Arlington, VA 22209
Executive Director: Paul B. Salmon
Phone: (703) 528-0700
Members: 19,000
Staff: 42
Type of members: Educational practitioners, educational administrators
Meetings: Annual in February; 1976—Atlantic City; 1977—Las Vegas; 1978—Atlanta; 1979—New Orleans
Publications:
The School Administrator, 13 per year, only to members
Services:
Consultation in the field
Consultation at headquarters
Referral
Government liaison

Notes:
"An organization totally committed to the improvement of educational administration, the schools of America and the status of its membership." Holds regional conferences and special workshops. Maintains an active publications program and helps to underwrite a solid information and data source for school administrators and school systems.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)
1126 Sixteenth Street, NW
Washington, DC 20036

Executive Officer: Richard A. Dershimer
Phone: (202) 223-9485

Members: 11,000
Staff: 17
Type of members: Educational practitioners, educational administrators, students
Meeting: Annual in April, 1976—Las Vegas

Publications:
- Educational Researcher, monthly
- American Educational Research Journal, quarterly
- Review of Educational Research, quarterly

Notes:
Professional organization of educators and behavioral scientists interested in the development, application and improvement of educational research. Presents annual awards. Sponsors Encyclopedia of Educational Research.

AMERICAN FEDERATION OF TEACHERS, AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

President: Albert Shanker
Phone: (202) 797-4000

Members: 456,000
Staff: 95
Type of members: Educational practitioners
Meetings: Annual in August; 1976—Miami

Publications:
- AFT in Action, weekly, free to locals
- American Teacher, monthly, free to members
- Changing Education, monthly, supplement in American Teacher

Services:
- Consultation in the field
- Consultation at headquarters
- Referral
- Library collection
- Data collection
- Government liaison

Notes:
Departments in international education, human rights, and collective bargaining.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

1607 New Hampshire Avenue, NW
Washington, DC 20009

Executive Director: Charles L. Lewis
Phone: (202) 483-4633

Staff: 50
Members: 32,600
Type of members: Educational practitioners, counselors, psychologists, others
Meeting: Annual, 1977—Dallas

Publications:
- Guidepost, newsletter, 18 per year
- Personnel and Guidance Journal, 10 per year
- Many divisional publications

Notes:
Guidance and personnel professionals in education, business, government, and industry. Placement service for members.

AMERICAN VOCATIONAL ASSOCIATION, INC.

1510 H Street, NW
Washington, DC 20005

Executive Director: Lowell A. Burkett
Phone: (202) 737-3722

Members: 57,000
Staff: 25
Type of members: Educational practitioners, educational administrators, government personnel, business persons, others
Meetings: Annual in December; 1976—Houston; 1977—Atlantic City; 1978—Dallas

Publications:
- American Vocational Journal, nine per year, included with membership
- AVA Membergram, four per year, included with membership

Services:
- Referral
- Government liaison
- Data collection
- Library collection

Notes:
"Dedicated to the principle that vocational, technical and practical arts education must be available to all persons of all ages in every community." Maintains a slide library which may be purchased. Issues many monographs, including an annual yearbook.

AMERICAN VOCATIONAL EDUCATION RESEARCH ASSOCIATION

Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903

Recording Secretary: Mary B. Kievit
Phone: (201) 247-1766

Members: 435
Type of members: Educational practitioners, students
Meetings: Annual

Publications:
The Beacon, quarterly

Notes:
Affiliated with American Vocational Association. Aim is to stimulate research and development activities in vocational education and to encourage training programs to prepare persons for responsibilities in vocational education research.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)
200 Park Avenue
Falls Church, VA 22046

Executive Director: Harry Applegate
Phone: (703) 532-7672

Members: 170,000
Staff: 18
Type of members: Students
Meetings: Annual in spring, 1976—Chicago, 1977—Anaheim, 1978—Houston

Publications:
The DECA Distributor, quarterly, $1.00
DECA Reporter, monthly
DECA Guide, annually

Services:
Data collection

Notes:
DECA is a vocational student organization for students in high schools and junior colleges who are preparing for careers in marketing, merchandising, and management. A 20-minute film describing DECA is available for loan or purchase. Publications are issued.

NATIONAL ASSOCIATION OF CAREER EDUCATION
765 Commonwealth Avenue, Room 1502
Boston, MA 02215

President: David C. Gardner
Phone: (617) 353-3218, 3458

Members: 300
Staff: 2
Type of members: Educational practitioners, educational administrators, government personnel, business persons, others
Meetings: Annual

Publications:
News from NACE, six per year
Career Education Monographs, quarterly

Notes:
This organization was founded in 1975. A number of additional services are in the planning stages. The association's purposes: to provide a means of communication and idea/information sharing among persons interested

in advancing, implementing or supporting the goals of career education; to seek to help the general public become more aware of career education and its implications to work in America; and to act as a unified voice for career education at public forums and hearings.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1801 N. Moore Street
Arlington, VA 22209

Executive Director: William Pharis
Phone: (703) 528-5627

Members: 25,000
Staff: 22
Type of members: Educational practitioners, educational administrators, government personnel, business persons
Meetings: Annual in April, 1976—Atlantic City; 1977—Las Vegas; 1978—Dallas

Publications:
School Leadership Digest series, $22.80
Spectator, bimonthly
The National Elementary Principal, monthly, $35.00

Services:
Consultation in the field
Consultation at headquarters
Referral
Government liaison

Notes:
"An autonomous, completely free and independent association serving the professional interests and economic needs of elementary, middle school and assistant principals." Forty-six affiliated States. Operates a speakers bureau and produces and distributes publications, tapes, films, and in-basket materials.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION
2805 Eisenhower Street
Eau Claire, WI 54701

Executive Secretary: George L. Sandvig
Phone: (803) 772-2287

Members: 100
Type of members: Educational administrators
Meeting: Annual

Notes:
The chief administrative officer for vocational education in each State and/or associate and assistant directors belong. Affiliated with the American Vocational Association.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)
1904 Association Drive
Reston, VA 22091

Executive Secretary: Owen B. Kiernan
Phone: (703) 860-0200
Hotline Service: (703) 860-1400
Members: 35,000
Staff: 50
Type of members: Educational practitioners, educational administrators
Meeting: Annual in winter, 1976—Washington; 1977—New Orleans

Publications:
- NASSP Bulletin, Sep-May, monthly
- NASSP Newsletter/Spotlight, monthly, 10 per year
- Student Advocate: Curriculum Report, bimonthly
- Legal Memoranda, bimonthly
- Practitioner, four-five per year

Services:
- Consultation in the field
- Consultation at headquarters
- Referral
- Library collection
- Data collection

Notes:
Maintains a file of innovative and exemplary programs. Supports the National Honor Society, the National Junior Honor Society, Student Exchange Service, National Association of Student Councils, and National Association of Student Activity Advisers.

NATIONAL MANPOWER TRAINING ASSOCIATION (NMTA)
State Department of Education
P.O. Box 771
Jackson, MS 39205
President: Travis A. Cliett
Members: 968
Type of members: Educational practitioners, educational administrators, government personnel, business persons
Meeting: Annual, 1976—Houston, 1977—Atlantic City

Publications:
- Directory of State and Regional Supervisory Staff, annual
- Manpower Notes, annual

Notes:
Encourages development of quality manpower training programs for youths and adults, regardless of race, color, creed, or national origin. Recommends standards for manpower training programs. Sponsors programs. Affiliated with American Vocational Association.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
1607 New Hampshire Avenue, NW
Washington, DC 20009
Executive Officer: Charles L. Lewis
Phone: (202) 483-4633
Members: 10,000

Type of members: Educational practitioners, educational administrators, government personnel, business persons, students, others
Meeting: Annual, 1976—Dallas; 1977—Las Vegas; 1978—Washington

Publications:
Vocational Guidance Quarterly, quarterly, $10
NVGA Newsletter, quarterly, to members

Services:
Consultation at headquarters
Referral

Notes:
A division of American Personnel and Guidance Association. "NVGA seeks to stimulate vocational guidance and career planning, to gain recognition and status for the profession of counseling and to improve skills, systems, and standards of service in counseling." Has 5 commissions and 11 committees.

UNITED STATES CHAMBER OF COMMERCE
1615 H Street, NW
Washington, DC 20062

Associate Director: Thomas P. Walsh
Phone: (202) 659-6107

Members: 45,000
Type of members: Business persons

Publications:
Career Education and the Businessman
Career Education—What It Is and Why We Need It from Leaders of Industry, Education, Labor and the Professions

Notes:
Purpose is to stimulate business-education cooperation on behalf of career education (in addition to a wide range of traditional business services offered to members).

W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH
300 South Westnedge Avenue
Kalamazoo, MI 49007

Director: Samuel V. Bennett
Phone: (616) 343-5541

Staff: 15
Meetings: Annual trustees meeting

Publications:
Business Conditions in Kalamazoo, quarterly
National and local research studies and books

Services:
Library collection
Data collection

Notes:
A private nonprofit organization formed to conduct research into the causes and effects of unemployment, to study and investigate the

feasibility and methods of insuring against unemployment, and to devise ways and means of preventing and alleviating the distress and hardship caused by unemployment.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)
105 North Virginia Avenue
Falls Church, VA 22046

Executive Director: Larry W. Johnson
Phone: (703) 533-2090

Staff: 12
Members: 125,000
Types of members: Educational practitioners, students, business persons
Meeting: Annual, 1976—Miami Beach, 1977—Anaheim

Publications:
- Professional News, nine per year
- VICA Leader, quarterly
- VICA Magazine, quarterly

Notes:

Federation of State associations and local clubs of young people in trade, industrial, technical, and health occupations programs in high schools, area vocational schools, junior and community colleges. Sponsors VICA U.S. Skill Olympics, offers programs, provides films and slides.

V.F: Advisory Councils

Among the organizational resources available in career education, subsection V.F presents information on advisory councils.

Citations include name, address, executive officer, staff, members, meetings, publications, and notes for each of the principal advisory councils in the field of career education.

NATIONAL ADVISORY COUNCIL ON CAREER EDUCATION
c/o Department of Education
Purdue University
Lafayette, IN 47907

Chairperson: Bruce E. Shertzer

Members: 12 public and 9 nonvoting
Meetings: Irregular

Publications:
Interim Report with Recommendations for Legislation

Notes:
Established under the Education Amendments of 1974 to advise the U.S. Commissioner of Education on the implementation of Section 406 of P.L. 93-380 and recommend new legislation. Fourteen papers on career education have been commissioned.

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
425 13th Street, NW, Suite 412
Washington, DC 20004

Executive Director: Reginald E. Petty
Phone: (202) 367-8873

Members: 21
Type of members: Educational practitioners, educational administrators, business persons, others
Meetings: At six-week intervals

Publications:
News from NACVE, monthly
Fact Sheet, monthly
A National Policy on Career Education

Notes:
Mandated under the Vocational Education Amendments of 1968 "to advise the Commissioner of Education concerning the administration of, preparation of, general regulations for, and operation of vocational education programs supported with assistance under this title."

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
1201 16th Street, NW
Washington, DC 20036

Executive Secretary: Byron W. Hansford
Phone: (202) 833-7850

Members: 56
Staff: 14
Meetings: Annual, 1976—November, Salt Lake City

Publications:
Exchange, monthly

Notes:
An independent organization of State superintendents and commissioners of education consisting solely of the top education officers of the 50 States and the 6 extra-State jurisdictions. Among several special projects currently under way is one on career education.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION
235 Hendricks Boulevard
Buffalo, NY 14226

Executive Director: Donald M. Clark
Phone: (716) 278-5726

Members: 178
Staff: 1
Type of members: Educational practitioners, educational administrators, government personnel, business persons
Meetings: Four per year, 1976 convention—April, Pittsburgh

Publications:
Newsletter, quarterly, $4
Industry-Education Councils: A Handbook
How to Plan a Community Resources Workshop

Notes:
Purpose is to mobilize the resources of education and industry (business, labor, government, agriculture, and the professions) to improve the relevance and quality of educational programs at all levels.

V.G: Governmental Organizations

Among the organizational resources available in career education, subsection V.G presents information concerning governmental organizations.

V.G.1: Federal Organizations

The principal Federal organizations having responsibilities for career education are the U.S. Office of Education and the National Institute of Education, both of which operate within the U.S. Department of Health, Education, and Welfare. The citations which follow include key offices and divisions (with administrators and addresses) in the field of career education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Secretary of Health, Education, and Welfare: David Matthews
  330 Independence Avenue, SW, Washington, DC 20201
  Phone: (202) 655-4000
Assistant Secretary for Education: Virginia Y. Trotter

U.S. OFFICE OF EDUCATION
Commissioner of Education: T. H. Bell
Special Projects Staff Director: James Moore (acting)
  Office of Career Education: Kenneth Hoyt
    Rm. 3100, Regional Office Bldg., 7th & D Sts., SW, Washington, DC 20201
    Phone: (202) 245-2284
Deputy Commissioner for Management: Edward T. York, Jr.
Deputy Commissioner for Planning: John W. Evans (acting)
Deputy Commissioner for Indian Education: William G. Demmert
Deputy Commissioner for Schools: Robert R. Wheeler (acting)
Deputy Commissioner for Postsecondary Education: John D. Phillips (acting)
Deputy Commissioner for Occupational & Adult Education: William F. Pierce
  Associate Commissioner for Adult Vocational, Technical, and Manpower Education: Charles H. Buzzell
  Division of Research and Demonstration Director: Howard F. Hjelm
    Rm. 5042, Regional Office Bldg., 7th & D Sts., SW, Washington, DC 20201
    Phone: (202) 245-9634
    Research Branch Chief: Glenn C. Boerrigter
    Curriculum Development Branch Chief: Mary V. Marks
    Demonstration Branch Chief: Lawrence Braaten

NATIONAL INSTITUTE OF EDUCATION
Director: Harold L. Hodgkinson
  Rm. 722, Brown Bldg., 1200 19th St., NW, Washington, DC 20208
  Phone: (202) 254-5740
Associate Director for Planning, Budget, and Program Analysis: John C. Christensen
Associate Director for Administration and Management: Ernest Russell
Associate Director for Dissemination and Resources: Senta Raizen
  Rm. 707, Brown Bldg., 1200 19th St., NW, Washington, DC 20208
  Phone: (202) 254-5040
  Chief School Practice and Service Division: Charles L. Hutchins
  Chief Information and Communication Systems Division: Thomas D. Clemens
  Chief R&D System Support Division: Ward S. Mason

NATIONAL INSTITUTE OF EDUCATION (Continued)

Associate Director for Finance and Productivity: Arthur S. Melmed
Associate Director for Basic Skills: Andrew C. Porter (acting)
Associate Director for School Capacity for Problem-Solving: Marc S. Tucker
Associate Director for Education and Work: Corinne H. Rieder
  Rm. 600, Brown Bldg., 1200 19th St., NW, Washington, DC 20208
  Phone: (202) 254-5310
  Assistant Director: Lois-ellin Datta
  Chief Career Awareness Division: Robert Wise
  Chief Career Exploration Division: David Hampson
  Chief Career Preparation Division: Lois-ellin Datta (acting)
  Chief Education and Career Access Division: Ella Kelly (acting)
Associate Director for Educational Equity: Ernest Russell (acting)

V.G.2: Regional Organizations

Following are key personnel and addresses of the principal network offices and U.S. Office of Education regional offices serving the field of career education.

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

Region	*Director*	*States in Region*
West	James W. Becket Western States Curriculum Center 721 Capitol Mall Sacramento, CA 95814 Phone: (916) 445-6726	Arizona, California, Hawaii, Nevada, Guam, American Samoa, Trust Territories
East Central	William E. Reynolds East Central Curriculum Management Center 100 North First Street Springfield, IL 62772 Phone: (217) 782-7084	Illinois, Indiana, Ohio, Maryland, Wisconsin, Minnesota, Michigan, Pennsylvania, West Virginia, Virginia, Delaware, District of Columbia
Southeast	James E. Wall Southeast Curriculum Coordination Center Box 5365, College of Education Mississippi State University Mississippi State, MS 39762 Phone: (601) 325-5878	Mississippi, Alabama, Tennessee, Kentucky, Georgia, South Carolina, North Carolina, Florida
Northeast	Joseph Kelly Northeast Curriculum Coordination Center Bureau of Occupational Research Division of Vocational Education 225 West State Street Trenton, NJ 08625 Phone: (609) 292-5572	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands
Midwest	Ron Meek Midwest Curriculum Coordination Center 1515 West 6th Avenue Stillwater, OK 74074 Phone: (405) 377-2000 ext 261	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Northwest	James L. Blue Northwest Curriculum Management Center Washington State Commission for Vocational Education Building 17, Airdustrial Park Olympia, WA 98504 Phone: (206) 753-0878	Alaska, Oregon, Idaho, Washington, Montana, Wyoming, Utah, North Dakota, South Dakota, Colorado

REGIONAL OFFICES OF EDUCATION

Region	*Director*	*States in Region*
Region I	William T. Logan, Jr., Commissioner John F. Kennedy Federal Building Government Center Boston, MA 02203 Phone (617) 223-7205	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region II	Robert Seitzer, Commissioner Federal Building 26 Federal Plaza New York, NY 10007 Phone (212) 264-4370	New York, New Jersey, Puerto Rico, Virgin Islands
Region III	Walker F. Agnew, Commissioner 3535 Market Street Philadelphia, PA 19101 Phone (215) 597-1001	Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia
Region IV	Cecil L. Yarbrough, Commissioner 50 Seventh Street, NE Atlanta, GA 30323 Phone (404) 526-5087	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Region V	Mary Jane Calais, Commissioner 300 South Wacker Drive Chicago, IL 60606 Phone (312) 353-5215	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Region VI	Ed Baca, Commissioner 1114 Commerce Street Dallas, TX 75202 Phone (214) 749-2634	Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Region VII	Phillip Hefley, Commissioner 601 East 12th Street Kansas City, MO 64106 Phone (816) 374-2276	Iowa, Kansas, Missouri, Nebraska
Region VIII	Leon P. Minear, Commissioner 1961 Stout Street Denver, CO 80202 Phone (303) 837-3544	Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
Region IX	Edward Aguirre, Commissioner Federal Office Building 50 Fulton Street San Francisco, CA 94102 Phone (415) 556-4920	Arizona, California, Hawaii, Nevada, Guam, Trust Territory, American Samoa
Region X	W. Phillips Rockefeller, Commissioner Arcade Plaza 1321 Second Avenue Seattle, WA 98101 Phone (206) 442-0434	Alaska, Idaho, Oregon, Washington

V.G.3: State Organizations

The citations which follow include names, addresses, key personnel, and services of coordinators of career education and research coordinating units in each State.

(a) Coordinators of Career Education

ALABAMA

Anita G. Barber
Coordinator, Career Education
Career Services
815 State Office Building
Montgomery, AL 36130
(205) 832-3557

Services:
library collection
consultation in the field
consultation at headquarters
publications

ALASKA

Richard L. Spaziani
Deputy Director, Education Program Support Division
Alaska Department of Education
Pouch F
Juneau, AK 99811
(907) 465-2900

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
consultation in the field
consultation at headquarters

ARIZONA

Paul Bennewitz
Deputy Associate Superintendent
1535 W. Jefferson
Phoenix, AZ 85007
(602) 271-5346

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
consultation in the field
consultation at headquarters
publications

ARKANSAS

Emil R. Mackey
Supervisor, Career Education
Education Building, Capitol Mall
Little Rock, AR 72201
(501) 371-1894

Services:
consultation in the field
consultation at headquarters
publications

CALIFORNIA

Paul N. Peters
Manager, Career Education Unit
State Department of Education
721 Capitol Mall, 4th floor
Sacramento, CA 95814

Services:
consultation in the field
consultation at headquarters
publications

COLORADO

Jeanne S. Werschke
Career Education Consultant
Colorado Department of Education
State Office Building
Denver, CO 80203
(303) 892-2242

Services:
library collection
consultation in the field
consultation at headquarters
publications

(a) Coordinators of Career Education (continued)

CONNECTICUT	Saul H. Dulberg Career Education Coordinator Connecticut State Department of Education State Office Building, Box 2219 Hartford, CT 06115 (203) 566-4424	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters
DELAWARE	Rachel J. Schweitzer State Supervisor, Curriculum Development Department of Public Instruction Dover, DE 19901 (302) 678-4681	Services: library collection ERIC microfiche collection AIM/ARM microfiche collection
DISTRICT OF COLUMBIA	Bessie D. Etheridge Project Director Career Education in the Inner City Browne Junior High School 24th & Benning Road, NE Washington, DC 20002 (202) 724-4553	Services: library collection consultation in the field consultation at headquarters publications
FLORIDA	Margaret E. Ferqueron Coordinator of Career Education Department of Education Knott Building, Room 254 Tallahassee, FL 32304	Services: consultation in the field consultation at headquarters publications
GEORGIA	Gene Bottoms Director, Division of Program & Staff Development 231 State Office Building Atlanta, GA 30334 (404) 656-2556	Services: library collection ERIC microfiche collection ERIC index collection
HAWAII	Emiko I. Kudo Administrator, Vocational-Technical Education Department of Education P.O. Box 2360 Honolulu, HI 96804 (808) 548-6391	Services: library collection ERIC index collection AIM/ARM index collection consultation in the field consultation at headquarters publications
IDAHO	Robert Haakenson Consultant, Career Education State Department of Education Len B. Jordan Building Boise, ID 83720 (208) 384-2281	Services: ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters

(a) Coordinators of Career Education (continued)

ILLINOIS	Carol Reisinger Career Education Specialist 100 N. First Street Springfield, IL 62777 (217) 782-2826	Services: ERIC index collection AIM/ARM index collection consultation in the field consultation at headquarters publications
INDIANA	Julie Cripe, Division of Curriculum Kim A. Powers, Division of Vocational Education Elizabeth Wampler, Division of Pupil Personnel 120 W. Market Street Indianapolis, IN 46204 (317) 633-4507; 4370; 4841	Services: library collection ERIC microfiche collection ERIC index collection consultation in the field consultation at headquarters publications
IOWA	W. O. Schuermann Director, Career Education Grimes State Office Building Des Moines, IA 50319 (515) 281-5331	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
KANSAS	W. A. Rumbaugh Coordinator, Career Education Kansas State Department of Education 120 E. 10th Topeka, KS 66612 (913) 296-4916	Services: ERIC microfiche collection AIM/ARM microfiche collection consultation in the field consultation at headquarters
KENTUCKY	Ross Henderson Director, Career Education Department of Education Frankfort, KY 40601 (502) 464-4394	Services: ERIC microfiche collection AIM/ARM microfiche collection consultation in the field consultation at headquarters publications
LOUISIANA	Robert Wicker State Director of Career Education P.O. Box 44064 Baton Rouge, LA 70804 (504) 389-5568	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters

(a) Coordinators of Career Education (continued)

MAINE	Marion Bagley Consultant, Career Education Department of Educational & Cultural Services Bureau of Vocational Education Augusta, ME 04330 (207) 255-3565	Services: consultation in the field publications
MARYLAND	E. Niel Carey Specialist in Vocational Guidance Chairman, Career Education Task Force Maryland Department of Education Box 8717 Baltimore-Washington Airport Baltimore, MD 21240 (301) 796-8300	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
MASSACHUSETTS	Vincent P. Lamo Executive Director, Massachusetts Center for Occupational Education 2 Sun Life Executive Park 100 Worcester Street Wellesley Hills, MA 02181 (617) 235-7020	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
MICHIGAN	William E. Weisgerber Special Assistant to the State Superintendent for Career Education Box 420 Lansing, MI 48902 (616) 373-9490	Services: library collection consultation in the field consultation at headquarters publications
MINNESOTA	Leonard B. Kodet Supervisor, Career Education State Department of Education Capitol Square Building St. Paul, MN 55101 (612) 296-3248	Services: consultation at headquarters publications
MISSISSIPPI	James H. McMinn Coordinator, Research, Curricula & Teacher Education P.O. Box 771 Mississippi Department of Education Jackson, MS 39205 (601) 354-6819	Services: library collection consultation in the field publications

(a) Coordinators of Career Education (continued)

MISSOURI

Marion F. Starr
State Supervisor, Career Education
Box 480
Jefferson City, MO 65101
(314) 751-3545

Services:
library collection
consultation in the field
consultation at headquarters

NEBRASKA

Larry Westrum
Career Education Consultant
233 S. 10th
Lincoln, NE 68508
(402) 471-2448

Services:
consultation in the field
consultation at headquarters

NEVADA

Denis D. Graham
Assistant Director, Office of
Educational Accountability
Department of Education
400 W. King Street
Capitol Complex
Carson City, NV 89710
(702) 885-5700 ext 214

Services:
library collection
consultation in the field
consultation at headquarters
publications

NEW HAMPSHIRE

Eric Rannisto
Career Education Consultant
Department of Education
105 Loudon Road
Concord, NH 03301
(603) 271-2276

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM index collection
consultation in the field
consultation at headquarters

NEW JERSEY

Patrick R. Doherty, Jr.
Director, Career Development
New Jersey Job Corps Center, Bldg. 871
Plainfield Avenue
Edison, NJ 08817
(201) 985-7745

Services:
library collection
ERIC microfiche collection
ERIC index collection
consultation in the field
consultation at headquarters
publications

NEW MEXICO

Jean Page
State Coordinator, Career Education
300 Don Gaspar
Santa Fe, NM 87103
(505) 827-3151

Services:
library collection
consultation in the field
consultation at headquarters

NEW YORK

Donn W. Maryott, Coordinator
Career Education Field Services
State Education Department
Room 301, EB
Albany, NY 12234
(518) 474-5089

Services:
library collection
consultation in the field
consultation at headquarters

(a) Coordinators of Career Education (continued)

NORTH CAROLINA	C. Wayne Dillon Education Specialist for Middle Grades/Junior High Schools Room 222, Education Building Raleigh, NC 27611 (919) 829-3512	Services: library collection ERIC index collection consultation in the field consultation at headquarters publications
NORTH DAKOTA	Jerry Tuchscherer; Mike LaLonde Career Education Specialists 900 E. Boulevard State Board of Vocational Education Bismarck, ND 58505 (701) 224-2288	Services: consultation in the field consultation at headquarters publications
OHIO	Jack D. Ford Assistant Director, Career Development Services Division of Vocational Education State Departments Bldg., Rm. 903 65 S. Front Street Columbus, OH 43215 (614) 466-5718	Services: consultation in the field consultation at headquarters publications
OREGON	Monty Multanen Coordinator, Career Education Department of Education 942 Lancaster Drive, NE Salem, OR 97310 (503) 378-3584	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
RHODE ISLAND	William Nixon Coordinator, Career Education Department of Education 22 Hayes Street Providence, RI 02908 (401) 277-2841	Services: ERIC microfiche collection ERIC index collection AIM/ARM index collection consultation at headquarters publications
SOUTH CAROLINA	M. Ellen Tollison State Consultant, Career Education 906 Rutledge Building 1429 Senate Street Columbia, SC 29201 (803) 758-2358	Services: ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications

(a) Coordinators of Career Education (continued)

TENNESSEE	Jerry F. Gaither Director of Career Education Department of Education Room 115 Cordell Hull Bldg. Nashville, TN 37219 (615) 741-1885	Services: consultation in the field consultation at headquarters
TEXAS	Walter Rambo Coordinator of Career Education Texas Education Agency 201 E. 11th Austin, TX 78701 (512) 475-2031	Services: library collection ERIC microfiche collection ERIC index collection consultation in the field consultation at headquarters
UTAH	Lynn Jensen Coordinator, Career Education 250 E. 500 South Salt Lake City, UT 84111 (801) 533-6091	Services: ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection
VERMONT	Walter Faulkner Coordinator, Career Education State Office Building Montpelier, VT 05602 (802) 828-3141	Services: ERIC microfiche collection consultation in the field consultation at headquarters publications
WASHINGTON	Richard R. Lutz State Supervisor of Career Education Old Capitol Building Olympia, WA 98504 (206) 753-1544	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
WEST VIRGINIA	Robert Martin Coordinator, Career Education State Department of Education Bureau of Vocational, Technical, and Adult Education 1900 Washington St., E. Charleston, WV 25305 (304) 348-3896	Services: library collection ERIC microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications
WISCONSIN	Robert S. Meyer Career Education Consultant Department of Public Instruction 126 Langdon Street Madison, WI 53702 (608) 266-7987	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation in the field consultation at headquarters publications

(a) Coordinators of Career Education (continued)

WYOMING

Michael J. Elliott
Coordinator, Career Education
State Office Building West
Cheyenne, WY 82001
(307) 777-7411

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
consultation in the field
consultation at headquarters
publications

CANAL ZONE

Russell W. Annis
Director, Curriculum
Box M
Balboa Heights, Canal Zone
(52) 5928

Services:
library collection
ERIC microfiche collection
ERIC index collection
consultation in the field
consultation at headquarters

GUAM

Michael L. Rask
Associate Superintendent, Careers & Occupations
P.O. Box D.E.
Agana, Guam 96910
734-2158/2169

Services:
library collection
AIM/ARM microfiche collection
AIM/ARM index collection
consultation in the field
consultation at headquarters
publications

VIRGIN ISLANDS

Albert Ragster, Sr.
Supervisor, Trade & Industrial Education
Division of Vocational Education
Charlotte Amalie, St. Thomas
Virgin Islands 00801
(809) 774-3046

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
consultation at headquarters

PUERTO RICO

Vidal Velez Serra
RCU Director
Vocational, Technical, and High Skills Education Program
Department of Education
Box 759
Hato Rey, PR 00919
765-5850

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
publications

(b) Research Coordinating Units

ALABAMA

Research Coordinating Unit
868 State Office Building
Montgomery, AL 36130
Douglas Patterson
(205) 832-3476

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
computer search
consultation in the field
consultation at office
publications

(b) Research Coordinating Units (continued)

ALASKA	Planning and Research Office Alaska Department of Education Pouch F Juneau, AK 99811 Ernie Polley (907) 465-2820	Services: consultation in the field consultation at headquarters
ARIZONA	Research Coordinating Unit 1535 W. Jefferson Phoenix, AZ 85007 Beverly Wheeler (602) 271-5392	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection consultation at headquarters
ARKANSAS	Research Coordination Unit for Occupational Education Arkansas Department of Education Division of Vocational, Technical and Adult Education Arch Ford Educational Building Little Rock, AR 72201 Jack D. Nichols (501) 371-1855	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection computer search services consultation in the field consultation at headquarters
CALIFORNIA	Vocational and Career Education Services Section 721 Capitol Mall 4th Floor Sacramento, CA 95814 Richard S. Nelson (916) 322-2330	Services: library collection ERIC microfiche collection ERIC index collection AIM/ARM microfiche collection AIM/ARM index collection computer search services consultation in the field consultation at headquarters
COLORADO	Occupational Research Coordinating Unit Room 207, State Services Building Denver, CO 80203 Richard H. Edsell (303) 892-3011	Services: ERIC microfiche collection AIM/ARM microfiche collection computer search services consultation at headquarters
CONNECTICUT	Research and Planning Unit State Office Building, Room 336 Hartford, CT 06115 Richard C. Wilson (203) 566-3430	Services: consultation in the field consultation at headquarters
DELAWARE	Curriculum and Research Department of Public Instruction Townsend Building Dover, Delaware 19901 Rachel J. Schweitzer (302) 678-4681	Services: library collection ERIC microfiche collection consultation at headquarters

(b) Research Coordinating Units (continued)

DISTRICT OF COLUMBIA

District of Columbia Public Schools
415 12th Street, NW
Washington, DC 20004
David White
(202) 737-5298

FLORIDA

Bureau of Vocational Research, Diffusion, Evaluation
Room 258, Knott Bldg.
Tallahassee, FL 32304
K. M. Eaddy
(904) 488-3995

Services:
library collection
ERIC microfiche collection
ERIC index collection
AIM/ARM microfiche collection
AIM/ARM index collection
computer search services
consultation in the field
consultation at headquarters
publications

GEORGIA

Occupational Research Coordinating Unit
State Department of Education
Atlanta, GA 30334
Paul C. Scott
(404) 656-2429

Services:
library collection
microfiche readers

HAWAII

State Director for Vocational Education
Bachman 101, University of Hawaii
2444 Dole Street
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Michael L. Rask
734-2158

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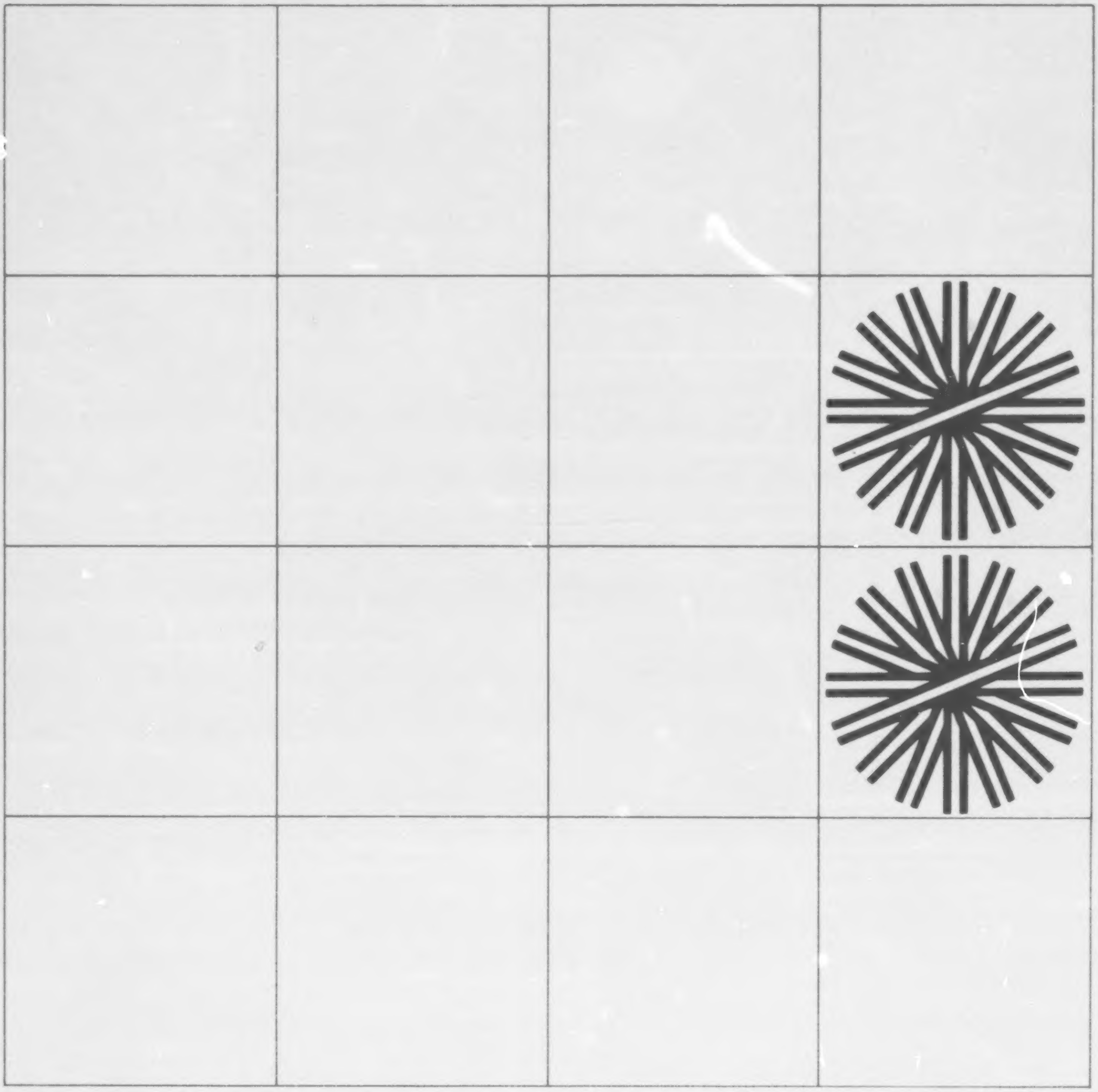

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Appendix

APPENDIX:
DETAILS OF ITEM IDENTIFICATION AND SELECTION

Item Identification in Sections I-IV

The files of ERIC's *Resources in Education* (1967-1975) and of *Abstracts of Instructional and Research Materials in Vocational-Technical Education* (1972-1975) were the starting places in searching for documents to be cited in sections I, II, III, and IV of the GUIDE. The computer searches of those files generated almost 3,000 identified items using the following logic strings of ERIC descriptors:

> (Career Education or Career Choice or Career Planning or Careers or Career Opportunities or Vocational Counseling or Vocational Development or Vocational Interests or Vocational Maturity or Occupational Guidance or Occupational Clusters or Occupations or Employment Counselors or Employment Opportunities or Personal Interests or Developmental Guidance or Educational Guidance) and (Annotated Bibliographies or Audiovisual Aids or Abstracts or Bibliographies or Booklists or Curriculum Guides or Curriculum Design or Films or Instructional Aids or Instructional Films or Instructional Materials or Information Centers or Literature Reviews or Phonograph Records or Phonotape Recordings or Protocol Materials or Resource Guides or Resources or Resource Units or Reference Materials or State of the Art Reviews or State Curriculum Guides or Teacher Developed Materials or Textbooks or Visual Aids)$

> (Career Education or Career Choice or Career Planning or Careers or Career Opportunities or Vocational Counseling or Vocational Development or Vocational Interests or Vocational Maturity or Occupational Guidance or Occupational Clusters or Occupations or Employment Counselors or Employment Opportunities or Personal Interests or Developmental Guidance or Educational Guidance) and (Educational Philosophy or Foundations of Education or Philosophy or Educational Theories or Theories or Speeches or Educational Principles or Conferences or Policy or Educational Policy or Conference Reports or Program Improvement or Student Needs or Educational Objectives)$

> (Career Education or Career Choice or Career Planning or Careers or Career Opportunities or Vocational Counseling or Vocational Development or Vocational Interests or Vocational Maturity or Occupational Guidance or Occupational Clusters or Occupations or Employment Counselors or Employment Opportunities or Personal Interests or Developmental Guidance or Educational Guidance) and (Demonstration Programs or Models or Conceptual Schemes or Simulation or Simulators or Systems Analysis or System Approach or Demonstrations (Educational) or Demonstration Projects or National Programs or State Programs or State Surveys)$

In addition, the following lists were searched on career education subjects to turn up materials not in the ERIC system: *Alternatives in Print* (1973-74), *Library of Congress Catalogs: Books: Subjects* (1972-74), *Paperback Books in Print* (1975), *Subject Guide to Books in Print* (1975), and *Subject Guide to Forthcoming Books* (1975). The following subject headings were used: Careers, Occupations, Professions, Vocational Guidance, Vocational Education, and Vocational Interests.

Another source of information on documents to be considered for inclusion in the GUIDE was the project's Directorate, who advised us about materials known to them from their own experience.

State coordinators of career education were contacted by mail, telephone, and in person to acquire the documents cited in section III.C, State and District Models and Programs.

Item Selection

Documents referenced in sections I, II, III, and IV were selected in the following five step process:

1. A sample of 60 documents was drawn from those generated by ERIC computer search by the Project Manager and Director and discussed with the Directorate. The Directorate agreed that the documents secured by search of the document file were within the scope originally defined for the project, namely, guides to a) theory, b) models, and c) resources in career education. The Directorate responded to questions regarding general criteria for inclusion based upon issues raised in the sample documents.

2. Approximately 3,000 documents were screened following the criteria ascertained in Step 1 by the Project Manager and Tyrus Wessell to remove documents a) clearly out of scope and/or b) redundant, insufficiently comprehensive, or relatively inconsequential as agreed upon by both judges. The Project Director sampled this category of rejected documents and also agreed that all in his sample were not the documents desired. Documents on theory, models, or resource guides had been isolated from others by the logic strings used in the computer searches.

3. Those documents remaining in the first temporary collection were then screened further by the Project Manager and Wessell. The two groups of documents formed by this process were a) a group whose titles and abstracts suggested documents of high relevance and quality, and b) a group where relevance and quality seemed questionable.

4. The Project Director took both groups of tentatively selected documents, concurred with the judgment of probable inclusion in practically all documents in that category when transmitted, and resolved doubtful cases. If the Director knew an item, he used that knowledge to include or exclude it temporarily. If the Director didn't know an item, he ordinarily left it in the temporary collection when the abstract provided insufficient basis for judgment. This action sent a few doubtful documents forward to the writers for judgment by actual document survey.

In selecting key documents, particular stress was placed, when possible, on the degree to which it consolidated and synthesized a topic. In picking resources for busy practitioners, policy makers, and researchers, we felt it best to stress documents which would have optimum informational yield of a synthesis nature. We decided that the bibliographies found in many of our selected documents could then chart the way to more fundamental topical investigations for those in need of them. This is one reason why the primary literature in career development theory is not directly cited in this GUIDE, for instance. The selected items refer to primary literature in career development but the items themselves provide consolidations and some synthesis of theories in career development.

5. Tyrus Wessell and the Project Director met and read the abstracts of all documents then in the temporary collection. Documents in the temporary collection were categorized at this reading into the three main areas of the GUIDE as well as into subcategories necessary to get relatively homogeneous sets of documents.

Item Identification and Selection in Section V

The organizational resources referenced in section V of the GUIDE were identified, selected, and organized as follows:

1. Items were tentatively selected, listed, and discussed by the Directorate on August 11, 1975. Directors approved categories, did not suggest deletion of any items but suggested inclusion of several others in each category.
2. The Project Manager requested information from all organizations on the augmented list according to a standard format for each type.
3. Organizations offering relevant services and consultation in career education were included in this GUIDE without question provided that the organization upon up to three solicitations provided all the information sought by December 31, 1975. No assessment has been made of the reported information. It is assumed that, should another edition of the GUIDE prove feasible at some future time, this section (and all other sections) will need to be updated and augmented.

Directions For Writing Annotations

In describing the purpose(s) and contents, and in making comments on the documents cited in sections I, II, III, and IV, writers were directed to consider the following topics, questions, and suggestions whenever possible:

1. *Career Education Objectives*

How are the major career education objectives treated? Be sure to reflect the career education terms used in the document, clarifying them when possible from the author's own definition. Some terms you will want to become sensitive to are: career development, self awareness, world of work, economic understanding, decisionmaking skills, job skills (they should be specified), career placement, vocational maturity, career exploration, career awareness. Watch out for the way the author uses the word WORK!

2. *Program Description*

Program descriptions should include some of the following information: duration of program, its goals and objectives, environment and conditions of use, versatility, transferability. Population's characteristics should be mentioned—grade level, special qualities such as slow learners, bilingual, handicapped, minorities, gifted, etc. Indicate what supplementary materials are available, if any.

3. *Suggestions*

Does the author suggest next steps, make recommendations for use of the material, outline further research?

4. *Project Reports*

In project reports, you should be sensitive to evidences of validity—type of research design, documentary sources of evidence, sampling, statistical validity.

5. *Effectiveness*

Has the effectiveness of theory, program, or resource compilation been demonstrated? How have program and/or materials been field tested? Is there feedback from users?

6. *Bias*

Are there evidences of bias? Illustrations and use of last names are good tipoffs. You probably are aware of the following kinds of bias: racial, ethnic, religious, sexist. In working with career education materials, also learn to become aware of another form: denigration of work.

7. *Rationale*

Does the author have a discernible rationale? Is it clearly explained?

8. *Resources*

For the section on assessed materials, be sure to indicate how the author compiled his or her material. What criteria were used? Is the material generally available elsewhere? Is it evaluated critically? What media is it in?

9. *Presentation*

Is the overall presentation clear, legible, and easy to understand? Does it depend upon supporting materials or can it stand alone? How effective is the illustrative matter—charts, pictures, maps, etc? Is the format adequate to the purpose?

10. *Omission*

What is omitted which one has a right to expect to find?

11. *Innovation*

What is innovative? (What makes it different? In what ways is it different? Why are differences important? What, if anything, is unique?)

All descriptions were written and edited with the above considerations in mind. Several documents on a major topic were annotated together when appropriate. The Project Manager read all descriptions and maintained quality control. All descriptions were finally shared with both the Project Director and the Project Monitor. The descriptions reported herein have been approved by both.